



**POL 2 – 18 Welcoming, Caring, Respectful and Safe Learning Environments**

**Related Procedures:**

**Date of Approval:** 2016 January 13

**FOUNDATIONAL PILLAR - Operational Expectations**

**EXPECTATION**

It is the will of the Board that the Superintendent shall *ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.*

**DEFINITIONS**

*Bullying:* “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.

**REQUIREMENTS AND LIMITS**

1. The Superintendent shall ensure that all employees, students, parents, volunteers, visitors, and contractors respect diversity and foster a sense of belonging by providing a welcoming, caring, respectful and safe environment where students and staff are treated with respect and dignity.
2. The Superintendent shall ensure that students are encouraged to report all incidents of threats, bullying, harassment, violence or intimidation to a responsible adult.
3. The Superintendent shall ensure that allegations of bullying, harassing, discriminatory, and violent behaviors toward students and employees are investigated in a timely and respectful manner.
4. The Superintendent shall establish a code of conduct for students that addresses bullying behavior. The plan must
  - a. Be available to the public
  - b. Be reviewed every year
  - c. Be provided to all staff of the Division, students of the Division and guardians of students in the Division.
  - d. Contain the following elements
    - i. A statement of purpose that provides a rationale for the code of conduct, with a focus on welcoming, caring, respectful and safe learning environments
    - ii. One or more statements that address the prohibited grounds of discrimination set out in the *Alberta Human Rights Act*
    - iii. One or more statements about what is acceptable behaviour and what is unacceptable behaviour, whether or not it occurs within the school building, during the school day or by electronic means
    - iv. One or more statements about the consequences of unacceptable behaviour, which must take account of the student’s age, maturity, and individual circumstances, and which must

ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour

v. Be in accordance with any further requirements established by the Minister by order.

5. The Superintendent shall ensure that, if one or more students of a school seek to establish a volunteer student organization or lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging (*including* organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs) and if those student request staff member support, that the organization or activity is permitted and a staff member is designated. This includes but is not limited to organizations and activities that promote equality and non-discrimination with respect to
- a. Race
  - b. Religious belief
  - c. Colour
  - d. Gender
  - e. Gender identity
  - f. Gender expression
  - g. Physical disabilities
  - h. Mental disabilities
  - i. Family status
  - j. Sexual orientation

#### **ASSURANCES**

1. When the Superintendent is made aware of significant instances where the wellbeing of students or staff are being hindered, the Superintendent shall inform the Board of the details of the situation , as well as the plan to investigate and address the issue, and the results of both plans.

#### **REFERENCE AND LINKS**

*Alberta Human Rights Act*  
*School Act*

#### **HISTORY**

Approved: 2016 January 13

#### **NEXT SCHEDULED REVIEW**

2017 January