



Section: **School Operations**
Policy #: 5305
Policy: **School Discrimination Protection Policy**

Date Approved: January 19, 2017
Revision Dates:

POLICY

The safety and wellbeing of children in independent schools is of paramount consideration. Children deserve to be protected from abuse, neglect, bullying, harm or threat of harm. Therefore, CISND will strive to ensure every child will experience a learning environment that enables every child to feel safe, accepted, and respected.

PURPOSE

Each authorized independent school in British Columbia is required to abide by *The British Columbia Independent School Act*. The Act states the basic requirements for independent schools requesting certification as Group 1, 2, 3 or 4 classifications. Section 1 of the Schedule also states that:

Before issuing or renewing a certificate of group 1, group 2, group 3 or group 4 classification to an authority the inspector must be satisfied that:

- a) No program is in existence or is proposed at the independent school that would, in theory or in practice, promote or foster doctrines of
 - i) Racial or ethnic superiority or persecution
 - ii) Religious intolerance or persecution
 - iii) Social change through violent action, or
 - iv) Sedition
- b) The independent school facilities comply with the enactments of British Columbia and the municipality or regional district in which the facilities are located, and
- c) The authority complies with this *Act* and regulations.

In addition to abiding by Schedule 1 of the *Independent School Act*, it is important that independent schools ensure that students feel connected through the relationships that are created between students, staff and parents that are a part of the school community.

CISND will continuously develop strategies to make students feel valued, respected and connected within the school community. This will include the protection of the students' physical safety, social connectedness, inclusiveness as well as protection from all forms of bullying, regardless of

their gender, race, culture, religion, or sexual orientation or gender identity and expression, while remaining consistent with our faith-values, cultural perspectives and philosophical values.

PROCEDURES

There are many strategies and activities that can be employed within a school to enable students to feel safe, accepted and respected. The following suggestions are provided to facilitate a conversation on strengthening the learning environment for children.

- Engage students in the decision-making process of policies and activities that build community
- Engage parents in the educational program and school life of their children
- Encourage parents to share their culture and expectations
- Promote open communication among administrators, teachers, staff, students, families and communities
- Be proactive in connecting with students that are experiencing academic or social issues
- Communicate expectation, values and norms that support positive health and academic behaviour in the school community
- Acknowledge students by name
- Be visible within the school during class transitions, breaks, before/after school
- Find ways to acknowledge students for their contributions in the school community, including those where improvement comes only in small increments.