



Policy for Safe, Caring, Welcoming and Inclusive Environment

CIS is committed to creating a welcoming learning environment that promotes understanding and respect among all members of the school community.

GUIDELINES

1. The School believes that a responsive, safe, caring and inclusive school environment is necessary for students to learn and achieve high academic standards. It believes that equity of opportunity, and equity of access to programs, services, and resources are critical to supporting all students in realizing their full potential.
2. The School recognizes that individual and systemic biases related to race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, physical or mental disability, marital status, family status, source of income, socioeconomic status and sexual orientation exist in society and may exist within our school.
3. The School believes that such biases are intolerable. Biases result in behaviours that damage the physical, mental and emotional well-being of students and negatively impact their educational, social and career outcomes. Further, they damage relationships with peers, families and community partners. The School believes that staff play a central role in creating environments which acknowledge and promote understanding, respect and recognition of the diversity of students and families within the school community. As students learn by example, all members of the school community are expected to model respectful conduct, inclusive behaviour and an understanding and appreciation of diversity.
4. The School is committed to acknowledging, addressing, and eradicating discrimination, harassment, intimidation or bullying. The School has the responsibility to ensure that students and their families feel safe to share these issues and concerns. Within a safe and caring environment, students and their families have the right and responsibility to bring these concerns to the attention of the school staff. The School expects that staff will be respectful of the concerns of students and their families and will work with them to provide appropriate supports and resolve their issues in a timely manner.

PROCEDURES

The Principal shall:

Ensure all staff members share responsibility for proactively creating and maintaining welcoming, caring, respectful, safe and inclusive learning

Canadian International School of Guangzhou 广州市加拿大外籍人员子女学校

Add: No.122 Dongyi Rd, Panyu District, Guangzhou 广州市番禺区东艺路 122 号

Tel: +86 20 39939333

Website: www.cisgz.com



1. Environments that acknowledge and promote understanding, respect, and the recognition of the diversity, equity and human rights of all students and families within the school community
2. Ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behaviour, and an understanding and appreciation for diversity, equity and human rights
3. Provide equity of opportunity, and equity of access to programs, services, and resources to support all students in realizing their full potential
4. Receive, investigate, report on and respond to inappropriate behaviour and actions, such as discrimination, intimidation or bullying
5. Create a clear reporting and investigative process and a safe environment for students and parents/guardians to bring concerns forward in a timely manner
6. Provide information about these processes, including, if appropriate, supports and strategies to resolve complaints
7. Hold everyone under his/her authority accountable for his/her behaviour and actions such as discrimination, intimidation or bullying
8. Work alongside staff, students and families to provide supports and resolve issues and concerns in a timely fashion.

Teachers shall:

1. Help all students work to their full potential and develop their sense of self-worth
2. Assist students to be positive leaders in their classroom, school and community by building social, interpersonal, assertiveness, empathy, conflict resolution and leadership skills
3. Maintain consistent standards of behaviour for all students to contribute to a positive school climate
4. Communicate regularly and meaningfully with parents/guardians
5. Report all incidents of discrimination, intimidation, and bullying, and assist administration when conducting an investigation into such incidents.

Students and Families

Students and families play an important role in creating welcoming, caring, respectful, safe and inclusive learning environments.

- Students have the responsibility to meet the expectations as outlined in the Student Handbook.

Professional Learning

The School will provide professional learning opportunities and recommend resources which support a comprehensive, systematic approach, and include evidence-based strategies and



processes for creating and maintaining a welcoming, caring, respectful, safe and inclusive learning environment.

Teaching and Learning Resources

Teaching and learning resources will be chosen and/or updated to promote critical thinking and include age-appropriate materials that reflect inclusive environments which acknowledge and promote understanding, respect and the recognition of the diversity of students and families within the school and greater community.

IMPORTANT DEFINITIONS

Bullying

Repeated and hostile or demeaning behaviour by a student where the behaviour is intended by the student to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation.

Discrimination

Negative differential treatment of a person or group on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

Inclusive

A way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students.

Intimidation

Intentional behaviour which knowingly or should be reasonably known to cause fear of injury or harm.

School Community

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This refers to students enrolled in the school and their parents/guardians; children enrolled in an ASA program at the school and their parents/guardians; the school teachers and all staff; and other persons who have an interest or stake in the school.

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