

Section: 2.0	Welcoming, Caring, Respectful and Safe Policy
Established: June 2015	
Reviewed/Revised/Approved: 2015, 2018, 2021, 2022	
Next Review (annual): 2023	

Purpose

To ensure that each student and employee is provided with a welcoming, caring, respectful, and safe learning and working environment that respects diversity and fosters a sense of belonging.

Application

This policy applies to all employees, visitors, volunteers, students, and participants.

Definitions

1. **Parent(s)** – the biological parent(s), adoptive parent(s), or the individual(s) who has/have legal custody or guardianship of the student or participant.
2. **Carer(s)** – the non-parent/non-guardian person(s) primarily responsible for the care and well-being of the participant, including but not limited to supportive roommate, group home staff, etc.
3. **Student** – a person, at least 6 years of age, who is enrolled in school or required to attend school under section 7 of the Education Act.
4. **Participant** – a person who attends non-school programming with CQCS.
5. **Site** – The physical environment with which programming takes place.
6. A welcoming, caring, and safe environment is one that is physically and emotionally safe and is characterized by respect for law and order; cultural and family diversity; and community, family, student/participant, and employee involvement – appropriately modelled by employees, parents, carers, students/participants with clear expectations and consequences for misconduct.
7. Calgary Quest Children's Society is referred to as "CQCS."

Procedures

1. CQCS will foster and maintain a welcoming, caring, and safe environment through:
 - a. modelling and encouraging the support of employees, students/participants, and parents/carers for the conditions that foster the welcoming, caring, and safe environment;
 - b. encouraging positive student/participant attitudes towards the site;
 - c. supervising approved activities to ensure awareness of expectations with respect to conduct and language;
 - d. developing possible action plans to be engaged when monitoring or responding to breaches of the security and good order of the site; and

- e. ensuring awareness of expectations to avoid, and consequences for, serious or repeated misconduct.
2. In furtherance of these goals, CQCS will:
- a. provide students/participants with opportunities for, and recognition of, success to foster self-esteem, self-discipline, accountability, and responsibility;
 - b. provide students/participants with opportunities to develop problem-solving and conflict resolution skills;
 - c. maximize opportunities to teach students/participants about rights and responsibilities, cultural and family diversity, property rights, and law and order.
3. Students/participants and parents/carers are to be made aware of the policy pertaining to the responsibilities of parents/carers, including the expectation that parents/carers will assist in maintaining a welcoming, caring, and safe environment.

Reference

Education Act

Related Information

Discipline, Suspension, and Expulsion Policy

Respect for Diverse Sexual Orientations, Gender Identities, and Gender Expressions Policy

Concerns, Complaints, and Dispute Resolution Policy