

Respect for Human Diversity Guidelines

The *Manitoba Human Rights Code* (The Code) prohibits unreasonable discrimination based on protected characteristics including: ancestry, nationality, ethnic background, religion, age, sex, gender identity, gender attraction, family status, source of income, political belief or association, disability, and social disadvantage. In line with this legislation, the *Respect for Human Diversity Policy* was developed with the goal to create and enhance positive, safe and caring, accountable, and inclusive learning environments through:

- Acceptance of and respect for others' religious beliefs
- Understanding of gender equity and diversity in gender attraction
- Commitment to anti-racism practices
- Awareness and understanding of and respect for people with disabilities

Guidelines

1) Governance and Senior Administration

- Develop and implement policy and establish administrative procedures and/or regulations on human diversity practices
- Set the standards for conduct and develop procedures and protocols for addressing and maintaining centralized records of incidents of unacceptable behaviour and/or discrimination against those protected under The Code
- Determine what reporting and data collection will be undertaken

2) Curriculum, Learning and Assessment

- Provide training and professional learning for all staff in areas of bullying prevention and human diversity to increase staff capacity to support students and colleagues
- Create resource materials for School Leaders to help guide conversations with the Pembina Trails Community
- Communicate and reinforce expectations of the *Respect for Human Diversity Policy* to employees and encourage participation in ongoing professional learning and training on bullying prevention,

Accomplish Anything

Adopted	Reviewed	Revised	Page
05/220/04		BD20150611.1009 BD20250313.1005	1 of 2

human diversity, and related topics, including appropriate language and research based best practice

3) Personnel

- Provide training and professional learning around hiring practices in areas of human diversity
- Establish supports for marginalised equity-owed staff, including those identifying as 2SLGBTQIA+

4) School Staff

- Foster safety and acceptance through a commitment to positive, caring, accountable, and inclusive learning environments and workplaces by modelling inclusiveness and conducting oneself in a manner that demonstrates respect for human diversity
- Educate and empower students and coworkers to reinforce expectations of the [Respect for Human Diversity Policy](#) and treat each other with dignity and acceptance
- Report matters of bullying to the appropriate principal/administrator, whether it is believed to be happening in or outside of school
- Engage in training and professional development to be well informed and acquire the skills necessary to deal appropriately and effectively with bullying prevention and respect for human diversity
- Encourage and provide opportunity for student-led groups or activities under any name consistent with the promotion of a positive, safe and caring school environment that is inclusive and accepting of all students including 'gay-straight alliance' that foster the acceptance of and respect for others' religious beliefs, the understanding of gender equity and diversity in gender attraction, a commitment to anti-racism practices, or the awareness and understanding of and respect for people with disabilities

5) Students, Family and Larger School Community

- Monitor personal interactions and conduct in ways that are respectful and appropriate
- Encourage others to conduct themselves in a manner that demonstrates respect for human rights and human diversity that contributes to positive, safe, inclusive, accountable, and accepting schools and learning environments
- Report all bullying and cyberbullying incidents in school and during school activities to the principal (see [Standard of Behaviour](#) relating to creating a safe and caring learning environment).

— *Accomplish Anything* —

Adopted	Reviewed	Revised	Page
			2 of 2