**INCLUSION AND DIVERSITY POLICY**

**(includes Equal Opportunity and Sexual Harassment)**

# PURPOSE

The purpose of this policy is to explain Clyde Secondary College’s commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Clyde Secondary College strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff. For staff, this policy should be read alongside the Department of Education and Training’s [Respectful Workplaces](https://www2.education.vic.gov.au/pal/respectful-workplaces/overview) policies (including [Equal Opportunity and Anti-Discrimination,](https://www2.education.vic.gov.au/pal/equal-opportunity/overview) [Sexual Harassment](https://www2.education.vic.gov.au/pal/sexual-harassment/overview) and [Workplace Bullying)](https://www2.education.vic.gov.au/pal/workplace-bullying/policy) as these whole of Department policies apply to all staff at Clyde Secondary College.

# POLICY

## DEFINITIONS

*Personal attribute*: a personal characteristic that is protected by State or Commonwealth antidiscrimination legislation. These include: race, disability, sex, sexual orientation, gender identity, religious belief or activity, political belief or activity, age, intersex status, physical features, pregnancy, carer and parental status, breastfeeding, marital or relationship status, lawful sexual activity, employment activity, industrial activity, expunged homosexual conviction or personal association with anyone who is identified with reference to any protected attribute.

*Direct discrimination:* unfavourable treatment because of a person’s protected attribute.

*Indirect discrimination*: imposing an unreasonable requirement, condition or practice that disadvantages a person or group of people with a protected attribute.

*Sexual harassment:* unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. It may be physical, verbal, visual or written.

*Disability harassment*: an action taken in relation to the person’s disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person.

*Vilification*: conduct that incites hatred towards or revulsion or severe ridicule of a person or group of people on the basis of their race or religion.

*Victimisation*: subjecting a person or threatening to subject them to detrimental treatment because they (or their associate) has made an allegation of discrimination or harassment on the basis of a protected attribute (or asserted their rights under relevant policies or law).

Inclusion and diversity

Clyde Secondary College is a school that caters and celebrates all students and members of its community, including staff and parent/carers. As a Supported Inclusion College, we will strive to live our motto of “Excelling Together, Valuing the Individual” in all aspects of the College’s daily life. The College will provide opportunities to maximise everyone’s strengths by offering a range of programs and ensuring all classes cater for all students in the classroom. Students will be supported to achieve their very best and to be proud of and celebrate each other’s differences

Clyde Secondary College is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school. The College leadership team have developed a document known as “The Clyde Five” which reflects the expected behaviours and commitments the whole school community makes with each and to each other. It is a framework to support the inclusive culture that lives and breathes our values and motto. See Appendix A

Clyde Secondary College acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At Clyde Secondary College we value the human rights of every student and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

Clyde Secondary College will:

* Actively nurture and promote a culture where everyone is treated with respect and dignity
* ensure that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities, for example, schools sports, concerts, whole school celebration days such as Harmony Day etc, on the same basis as their peers
* acknowledge and respond to the diverse needs, identities and strengths of all students
* encourage empathy and fairness towards others
* challenge stereotypes that promote prejudicial and biased behaviours and practices
* contribute to positive learning, engagement and wellbeing outcomes for students
* respond to complaints and allegations appropriately and ensure that students are not victimised.

The College will introduce a House System that will be inclusive of all students, with opportunities for all members of our community, regardless of race, ability, gender identify or sexual orientation, to participate and celebrate their achievements creating strong connections and an inclusive culture. Students will have a significant voice in the development and implementation of the House System, including activities and programs introduced.

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals or groups because of their personal attributes will not be tolerated at Clyde Secondary College. We will take appropriate measures, consistent with our *Student Wellbeing and Engagement* and *Bullying Prevention* policies to respond to students who demonstrate these behaviours at our school.

Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

### Reasonable adjustments for students with disabilities

Clyde Secondary College also understands that it has a legal obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist students with disabilities to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. Our school may consult through Student Support Group processes and in other less formal ways. For more information about support available for students with disabilities, and communicating with us in relation to a student’s disability, please refer to our school’s *Student Wellbeing and Engagement* policy or contact the College and ask to speak to our Inclusion and Wellbeing Leader for further information.

# COMMUNICATION

This policy will be communicated to our school community in the following ways. Available publicly on our school’s website

* Included in staff induction processes
* Published on our Website
* Made available in hard copy from the school administration upon request RELATED POLICIES AND RESOURCES

For staff, please see the Department’s [Equal Opportunity and Anti-Discrimination Policy,](https://www2.education.vic.gov.au/pal/equal-opportunity/policy-and-guidelines) [Sexual Harassment Policy](https://www2.education.vic.gov.au/pal/sexual-harassment/policy-and-guidelines) and [Workplace Bullying Policy](https://www2.education.vic.gov.au/pal/workplace-bullying/policy) which apply to all staff working at our school.

This policy should be read in conjunction with the following Department polices and guidelines:

* [Students with Disability](https://www2.education.vic.gov.au/pal/students-disability/policy)
* [Koorie Education](https://www2.education.vic.gov.au/pal/koorie-education/policy)

* [Teaching Aboriginal and Torres Strait Islander Culture](http://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieculture.aspx)
* [Safe Schools](http://www.education.vic.gov.au/about/programs/health/Pages/safe-schools-coalition.aspx?Redirect=1#link8)
* [Supports and Services](http://www.education.vic.gov.au/school/parents/needs/Pages/supportservices.aspx)
* [Program for Students with Disabilities](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx)

The following school policies are also relevant to this policy:

* Statement of School Values and School Philosophy
* Student Wellbeing and Engagement Policy
* Bullying Prevention Policy

# POLICY REVIEW AND APPROVAL

|  |  |
| --- | --- |
| Policy last reviewed | March 2024 |
| Approved by | Principal |
| Next scheduled review date | March 2028 |

Appendix A

# **The Clyde 5**



**Please note: These are draft ready for beginning of 2022; consultation will take place during Term 1, 2022 where these will then be finalised.**

5 promises teachers make to our students;

* maintain a safe learning environment.
* know how you learn and what direction your learning should take.
* make classes engaging.
* listen, encourage and support.
* communications and interactions are always respectful.

5 promises staff make to one another;

* share resources.
* learn from and support one another.

* work collaboratively to improve student learning.
* consistent in applying policies.
* communications and interactions are always respectful.

5 characteristics you will see in our teaching.

* differentiate teaching and learning to support and challenge the full range of abilities.
* structure lessons according to our instructional model.
* Innovative and reflective practices.
* commitment to support student learning growth regardless of point of entry.
* support student agency.

5 things you will see from our students;

* enthusiastic and motivated.
* all communications and interactions will be respectful.
* seize opportunities to participate and learn.
* work together, acting responsibly and creatively.
* direct their own learning through questioning and exploring.

5 things you will see from our parents, carers and guardians;

* involved and contribute to the broader educational program.
* play an active role in the child’s learning.
* support their children in achieving their learning goals.
* promote the school values.
* maintain open lines of communication with the school.