

Inclusion and Diversity Policy



Help for Non-English Speakers

If you need help to understand the information in this policy, please contact a Coordinator or the General Office.

PURPOSE

The purpose of this policy is to explain St Albans Secondary College's commitment to developing and sustaining a positive, safe and caring learning environment in which every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity and feels connected protected and respected. We strive to provide a safe, inclusive and supportive school environment for all students and members of our school community.

Any form of discrimination or harassment is unacceptable at St Albans Secondary College.

The Inclusion and Diversity Policy applies within the college, while travelling to or from school or while engaged in any official school sanctioned activity or event.

This policy should be read alongside the following Department of Education and Training policies:

- [Equal Opportunity and Human Rights - Students](#)
- For staff, the [Respectful Workplaces](#) policies (including [Equal Opportunity and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#)) as these whole of Department policies apply to all staff at St Albans Secondary College

POLICY

The College is committed to creating a school community where all members acknowledge and celebrate the diversity of backgrounds and experiences in our school community. We will not tolerate behaviours, language or practices that label, stereotype or demean others.

We promote a school community in which everybody feels valued, respected and safe, and where individual differences are appreciated, understood, and accepted.

We acknowledge our role as educators, peers and role models to provide a positive and safe place where our students are free to explore themselves and their world, and to practise the skills necessary for them to become fully educated, aware, compassionate and empowered citizens.

All members of the school community have the right to feel comfortable and safe, and the responsibility to contribute to the comfort and safety of others.

Everyone has a responsibility to develop empathy for the wellbeing of others.

Definitions

Personal attribute: a feature of a person's background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation, for example: race, disability, sex, sexual orientation, gender identity, religion etc.

Discrimination: Acts of discrimination closely parallel acts of bullying. They are behaviours that are designed to hurt individuals and isolate them from their peers and community. It creates a risk to another person's health and safety, either psychologically or physically, or their property, reputation or social acceptance. Acts of discrimination against a person can include:

Racism: This refers to prejudice, discrimination, or antagonism directed against someone of a different race. Racism includes:

- making "jokes" or stating negative comments about a particular ethnic group

- calling others racist names or verbally abusing them
- bullying, hassling or intimidating others because of their race
- writing racist graffiti/words on books and public places
- making offensive comments online
- excluding others from groups based on their race

Sexism: This refers to prejudice, discrimination, or antagonism directed against someone of a different sex (typically towards women and girls). It is often related to stereotypes and gender roles and may include the belief that one sex or gender is intrinsically superior to another.

Homophobic and Transphobic Language: This refers to any derogatory language (written or verbal) used to intentionally discriminate against people who are, or are assumed to be, same sex attracted, gender questioning or transitioning. This includes, but is not limited to, name calling such as 'fag' and 'dyke' but also phrases such as 'that's so gay.' It also includes discrimination directed against someone on the basis of their gender identity.

Direct Discrimination: This refers to any spoken, written (including online), or physical behaviour of a discriminatory nature. It refers to any action in which someone is treated differently because of their background or personal attributes.

Indirect Discrimination: This is often carried out behind the targeted person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect discrimination can be verbal or written, including via email, text messaging, or social media and includes:

- lying and spreading rumours
- playing nasty jokes to embarrass and humiliate
- mimicking
- excluding someone or encouraging others to socially exclude someone
- damaging someone's social reputation and social acceptance
- speaking or writing defamatory comments about a person's sexuality or perceived sexuality

By-Stander: This involves being a spectator to any form of discriminatory action and not intervening or speaking out. Being a by-stander means the person is ignoring their community responsibility to contribute to the safety and wellbeing of others.

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) have made an allegation of discrimination or harassment on the basis of a protected attribute (or asserted their rights under relevant policies or law).

Indicators of Discrimination Students who are experiencing acts of discrimination may show some or all of the following signs:

- unwilling to go to school
- become withdrawn and refuse to say what is wrong
- begin to do poorly in schoolwork
- presenting regularly with damaged clothes or possessions
- have unexplained scratches or bruises
- cry themselves to sleep or have nightmares
- refuse to work in a particular group or sit next to a particular student
- demonstrate mood swings
- become withdrawn from social activities with peers
- avoid eye contact with adults during conversations

IMPLEMENTATION

St Albans Secondary College will:

- ensure that all students and members of our school community are treated with respect and dignity
- ensure that students are not discriminated against and, where necessary, are accommodated to participate in education and all school activities (e.g. school sports, concerts, assemblies and events) 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

All members of the College community will be made aware of this policy through:

- the promotion of an environment that celebrates diversity (racial, cultural, sexual and gender diversity) through the use of media (posters, brochures), presentations at assemblies and discussions in classrooms
- conducting staff PD to provide teachers with knowledge and resources on how to respond to discriminatory (including sexism, racism, homophobic and transphobic) language in the classroom, and create a safe and supportive school environment for students and staff
- publishing articles in the school newsletter to highlight the school's commitment to equal opportunity and the provision of a safe, supportive non-discriminatory environment
- within the context of a proactive whole school approach to health and wellbeing, conducting classroom workshops for students to develop an inclusive attitude
- developing and maintaining links with community organisations that can provide support to same sex attracted and gender diverse students and referring students to these services where appropriate
- supporting students with disabilities to receive the necessary adjustments to curriculum and school activities to participate equally with their peers
- scheduling and supporting school activities and initiatives which challenge homophobia/transphobia, and which celebrate an acceptance of diversity and the rights of individuals such as: International Day Against Homophobia, Transphobia Biphobia and Intersexism (IDAHOTB Day), Multicultural day/s, International Women's Day, R U OK Day, National Day of Action against Bullying and Violence and NAIDOC Week activities

Reporting Discrimination

- Students can report discrimination to any staff member who will respond to the matter or refer the relevant Sub School in accordance with the College Behaviour Flow Chart
- All complaints of discrimination will be treated as genuine and confidential and, will be acted upon immediately free from any bias. This is regardless of where and when the incident occurred
- The school will ensure the victim of discrimination is always supported. This may involve a referral to Wellbeing for further support and safety planning may need to be conducted to support the victim.
- It is not appropriate for a student to be victimised for making a complaint or supporting someone else to make a complaint. Sub Schools will respond to any reports of victimisation in accordance with the Student Management Policy.
- Parents will be contacted, as appropriate, in consultation with the victim

Intervention

Discriminatory behaviour should be treated in the same way as any other inappropriate behaviour in the classroom. The teacher should use the College Matrix to guide their expectations and respond to discrimination in accordance with our Behaviour Flowchart and the Behaviour Management Policy.

What the staff/school will do:

- Staff should challenge racism, sexism, homophobic, transphobic and discriminatory language every time they hear it and name the issue. For example: "That comment is homophobic."
- Refer to school policy or school matrix: For example: "Our school has made an agreement of zero tolerance to sexism/racism/homophobic/transphobic language and discriminatory behaviour" or "Our matrix says we speak with kindness and manners."
- Staff should give consequences for racism, sexism, homophobic transphobic and discriminatory language and acts of discrimination as per the behaviour flowchart

- Staff should support positive discussions around race, culture, sexual and gender diversity and always intervene in inappropriate discussion
- If the actions are serious (major behaviour), or are repeated behaviour, report the incident to Year Level Coordinator

****Always ensure that the victim is supported and if you have concerns about their wellbeing refer them to the Year Level Coordinator.**

Year Level Coordinator Action:

- Discuss the incident with the reporting teacher
- Interview all students involved in incident and record all details of the interview
- Inform both the student at fault and, if appropriate, the victim's parents of the incident and the involvement of their child
- Check for prior reports. Repeat offenders will attract more severe action as outlined in the Student Management Policy
- Decide if any further follow up is needed with parents, Wellbeing and PCOs. Convene a Student Support Group (SSG) if needed
- Provide feedback on action taken to the teacher, and to other staff, if required

FURTHER INFORMATION AND RESOURCES

- [Bullying Prevention Policy](#)
- [Sexual Harassment Policy](#)
- [College Student Engagement and Wellbeing Policy](#)
- [Student Management Policy](#)
- [The College Matrix](#)

For staff, please see the Department's [Equal Opportunity and Anti-Discrimination Policy](#), [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#) which apply to all staff working at our school.

Other relevant Department policies and resources on the Department's Policy and Advisory Library are:

- [Equal Opportunity and Human Rights - Students](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Program for Students with Disabilities](#)

POLICY REVIEW AND APPROVAL

Policy Last Reviewed	May 2025
Consultation	School Council (May 2025) Student Wellbeing Committee (May 2025) Students and Staff (March 2025)
Approved By	Principal
Approved Date	
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