



THE HUTCHINS SCHOOL

Diversity, Equity and Inclusion Policy

Relevant legislation	Anti-Discrimination Act 1991 (Tas) (the Act) Australian Human Rights Commission Act 1986 (Cth) Age Discrimination Act 2004 (Cth) Racial Discrimination Act 1975 (Cth) Disability Discrimination Act 1992 (Cth) Fair Work Act 2009 (Cth)
Commencement date	01 June 2022
Last review date	01 June 2023

1. Purpose

The purpose of this policy is to clearly outline the Hutchins School's commitment to supporting the equity and integration of both staff and students, irrespective of:

- age;
- gender;
- race;
- language;
- disability;
- religion;
- political or other opinion;
- sexual orientation; and/or
- national or social origin.

This policy should be read alongside the School's [Commitment to Kindness](#) and is designed to reflect the values of humility, respect, kindness and courage.

2. Scope

This policy is a reflection of the School's values and as such informs the School's programs and services, shaping culture and outlining expectations for conduct and behaviour at all levels, for both staff and students.



3. Objectives

The primary objective of this policy is to clearly state the School's commitment to inclusion and support for all students, irrespective of characteristics, traits or attributes and the expectation for both staff and students to act in a manner consistent with the School's values.

This statement is intended to support staff in:

- acknowledging and respecting the rights of all children and young people to be provided with and participate in quality programs, services and activities free from harm and discrimination;
- teaching, understanding and learning from the historical truths and contemporary lived experiences of First Nations Peoples;
- creating an environment that supports, reflects and promotes equitable and inclusive behaviours and practices;
- creating a sense of belonging for all children, families and personnel, where diverse identities, backgrounds, experiences, skills and interests are respected, valued and given opportunities to be expressed/developed;
- ensuring that programs, services and activities are responsive to the values and cultural beliefs of families using the School's services, and of those within the local community and broader society;
- providing all children and young people with the opportunity to access programs with the School and recognising that all families are unique;
- regularly updating and supporting the knowledge, skills, practices and attitudes of personnel and children or young people to encourage and ensure inclusion and equity; and
- seeking and incorporating input and feedback from children, young people and their families to ensure continuous review and improvement of our services.

The School abides by the *United Nations Convention on the Rights of the Child* and believes that everyone has the right to feel safe and be free from discrimination. It is the expectation and requirement of the School that all actions and behaviours from our staff are non-discriminatory and in the best interests of the child.

4. Definitions

Bullying	<p>The inappropriate use of power by one or more persons over another less powerful person or group; generally repeated over time. Bullying has been described by researchers as taking many forms which are often interrelated and include:</p> <ul style="list-style-type: none">• <i>Verbal</i> (name-calling, put-downs, threats);• <i>Physical</i> (hitting, punching, kicking, scratching, tripping, spitting);• <i>Social</i> (ignoring, excluding, ostracising, alienating); and/or
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	<ul style="list-style-type: none"> • <i>Psychological</i> (spreading rumours, stalking, dirty looks, hiding or damaging possessions). <p>Bullying relates strictly to interpersonal conduct and does not involve the 'adverse action' inherent to discrimination.</p>
Discrimination	<p>Unlawful discrimination occurs when someone, or a group of people, is treated less favourably than another because of their race, colour, national or ethnic origin, sex, pregnancy or marital status, sexual preference, trade union activity, or some other characteristic specified under anti-discrimination or human rights legislation. Discrimination is distinguished from bullying by the 'adverse action' taken.</p> <p>It is unlawful to discriminate on the basis of the following:</p> <ul style="list-style-type: none"> • age • race • disability • irrelevant medical records • gender • gender identity • intersex • breastfeeding • pregnancy • sexual orientation • relationship status • lawful sexual activity • marital status • family responsibilities • parental status • irrelevant criminal record • religious belief or affiliation • religious activity • political belief or affiliation • political activity • industrial activity • association with a person who has or is believed to have any of these attributes.
Gender Identity	<p>The gender-related identity, appearance or mannerisms, or other gender-related characteristics of a person (whether by way of medical intervention or not) with or without regard to the person's designated sex at birth.</p>
Harassment	<p>The systematic and/or continued unwarranted action of one party or a group toward an individual. Harassment causes mental or emotional suffering through repeated contact without a reasonable purpose; insults; threats; touching or offensive language.</p>
LGBTQI+	<p>Lesbian, Gay, Bisexual, Transgender, Queer (or 'questioning'), Intersex.</p>
Racism	<p>A form of prejudice that assumes that the members of (other) racial categories have distinctive characteristics, and that these differences result in some racial groups being inferior to others. Racism generally includes negative emotional reactions to members of the group, acceptance of negative stereotypes, and discrimination against individuals.</p>
Staff	<p>For the purpose of this policy, 'staff' refers to all people engaged with the School, whether in a paid or unpaid capacity. This includes volunteers and contractors.</p>

5. Commitment statement

The children and young people that attend the School and its programs and services come from many diverse backgrounds and experiences. It is the responsibility of all staff, volunteers and contractors who are engaged with children at the School to support equity and respect diversity by:

- actively anticipating children and young people's diverse circumstances and responding effectively to those with additional vulnerabilities;
- informing children and young people of their rights and giving all children and young people access to information, support and complaints processes; and
- respecting the rights of children and young people to participate in decision making.

The School will take steps to consider the needs of the following groups:

- Aboriginal and Torres Strait Islanders;
- Children and young people with a disability;
- Children and young people from culturally and linguistically diverse backgrounds;
- LGBTQI+ children and young people; and
- Children and young people who are unable to live at home.

To support and develop a safe, inclusive and supportive environment for children and young people, the School commits to the principles below.

The School will promote equity and diversity in all forms of engagement with children, young people, their parents/carers, and among staff.

Wherever possible, the School expects that staff will:

- uphold and respect the inherent rights and dignity of all people, encouraging children and young people to do the same and supporting them to act with humility, kindness, respect and courage;
- ensure that their approach toward and interactions with children and young people are sensitive, respectful and inclusive of all backgrounds and abilities;
- respect decisions that people make about their gender identity and consult and support children and young people to feel, and to be, safe;
- promote an organisational culture that is inclusive and respectful of the different ways that families are formed and structured; and
- where our organisation has involvement with children and young people who are Aboriginal or Torres Strait Islander, from culturally and/or linguistically diverse backgrounds, have a disability, LGBTQI+ and those who are unable to live at home, promote their safety (including cultural safety), participation and empowerment;
- be sensitive to the needs and anticipate the requirements of children and young people from such backgrounds and circumstances and be responsive to the individual needs and particular circumstances of individuals;

- report any discriminatory behaviours, actions, prejudiced attitudes to their manager or supervisor; through the [Inappropriate Conduct Report Form](#), or, for more serious or formal complaints, through the [Complaints and Grievances Form](#);
- engage with and support the School's [Reconciliation Action Plan](#); and
- participate in Cultural Awareness training as provided by the School.

The School will prioritise and support inclusive practice

In supporting equality and inclusive practice, the School will:

- ensure that its programs are designed and constructed to provide equal access to a wide range of learning opportunities for all children, young people and their families;
- audit, review and update its curriculum to include the historical truths and contemporary lived experiences of First Nations Peoples, with a focus on local content first;
- ensure that reasonable modifications or adjustments are provided so all children and young people can participate fully in our services, activities and programs with peers;
- assess any new (or substantially revised) policies, programs or services to consider their direct impact on the lives of people from diverse circumstances;
- ensure that publicly available resources and accessible information on our policies and procedures are communicated appropriately to people from a range of cultural and linguistic backgrounds;
- where required, provide information in languages other than English;
- provide a 'complaints/ reporting' mechanism and policy that enables people (regardless of cultural and linguistic backgrounds) to address issues and raise concerns;
- where possible, provide for the particular needs of children and young people from diverse cultural and linguistic backgrounds by providing language assistance;
- consider diversity and cultural and sensitivities in the design and delivery of staff professional learning and development opportunities;
- provide personnel with regular, relevant diversity and cultural sensitivity training to support knowledge and skills in cultural competency;
- promote diversity in the membership of the School Board, committees and working groups; and
- ensure all people have equal access to advertised positions, interviews, equipment, office accommodation, training and promotion.

In considering principles of participation, the School is convinced that:

- children and young people have the right to be listened to;
- children and young people should be supported in expressing their views;
- children and young people's views should be taken into account;
- children and young people have the right to be involved in decision making; and
- children and young people share both the power and responsibility for decision making.

The School will support accessible, child-friendly forms of communication

The School is committed to communicating with children and young people in ways that are accessible, age-appropriate and relevant. We appreciate opportunities to:

- listen to young people, giving them opportunities to make their views known;
- understand the audience, considering their diverse needs, attitudes, backgrounds and behaviours;
- encourage participation, valuing the voices of children and young people in our culture and our communications; and
- empower children and young people to have ownership of and a stake in key conversations throughout the School.

The School communicates with children, young people and their parents/carers through:

- policies and procedures;
- [the School website](#);
- posters and displays;
- the Prospectus, course handbooks and other information booklets;
- surveys, [online feedback and contact](#), [Complaints and Grievances Forms](#) and other mechanisms;
- formal and informal verbal communication through events, in-person discussions, webinars, etc.; and
- the [Reconciliation Action Plan](#).

These methods include information about our commitment to [Safeguarding Children and Young People](#) including our [Code of Conduct](#). Our safeguarding policies have been made available for children and young people and their families including in developmentally appropriate language and languages used by the main communities that access our services.

6. Supporting/related documents

[Code of Conduct](#)

[Commitment to Kindness](#)

[Complaints and Grievances Policy](#)

[Complaints and Grievances Form](#)

[Inappropriate Conduct Report Form](#)

[Practice and Behaviour Standards](#)

[Mandatory Reporting Policy](#)

[Mandatory Report Notification Form](#)

[Safeguarding Children and Young People Policy](#)



7. Record keeping

This policy is to be kept for three (3) years until review, unless there is a significant legislative or organisational change requiring earlier review.

The master copy is kept in [SharePoint Online](#) in read-only PDF form. All printed copies are uncontrolled.

8. Policy owner

Headmaster

9. Version Control

Version	Author	Purpose/Change	Date
1.0	Policy & Compliance Manager	Initial release	10/2021
1.1	Policy & Compliance Manager	Changed to "Diversity, Equity and Inclusion Policy" rather than "Inclusion and Diversity Statement" – to mirror the language of the Reconciliation Action Plan (RAP). Added references to the RAP, and statements regarding the inclusion of First Nations content as part of the School's curriculum.	06/2023