

## DIVERSITY, CULTURAL SAFETY AND EQUITY POLICY AND PROCEDURE

<b>Approving authority</b>	School Council
<b>Purpose</b>	To comply with the Victorian Child Safe Standards and support the ongoing commitment of Ozford College to promoting and providing all current and prospective students and staff with conditions of access to and participation in education based on equal opportunity and cultural diversity.
<b>Responsible Officer</b>	Principal and Academic Director
<b>Associated documents</b>	Anti-Bullying and Harassment Policy and Procedure Anti-Discrimination Policy and Procedure Child Safe Code of Conduct Policy and Procedure Child Safety Policy and Procedure Human Resources Policy and Procedure Responding to and reporting allegations of suspected child abuse Policy and Procedure Student Behaviour Management Policy and Procedure (includes Student Code of Conduct) Student Complaints and Appeals Policy and Procedure Student Services and Support Policy and Procedure Younger Students and Homestay Policy and Procedure Record Management Policy and Procedure

### 1. RATIONALE

Ozford College (hereafter referred to as the College) is a culturally safe environment and equal opportunity environment for all staff and students. The College has **zero tolerance to child abuse** and other behaviour that presents a risk to student safety and wellbeing and is committed to the protection and wellbeing of all children in its school environments.

Schools are expected to establish culturally safe environments in which the diverse and unique identities and experiences of culturally diverse and Aboriginal children, young people and students are respected and valued.

### 2. SCOPE

This policy and procedure applies to all staff and students:

- full time, part time, casual, permanent or temporary;
- contract or commission workers;
- volunteers, vocational and work experience placements.

The scope encompasses affiliates, contractors and consultants, appointed or engaged by the College, to perform functions and/or recognised for their contribution to the College.

It applies to staff while in the workplace or off site, at work-related functions (including social functions and celebrations), while on trips and attending conferences.

### 3. POLICY

3.1 The College has established strategies for supporting diversity that include:

- equipping school staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal and Torres Strait Islander

culture and understand its importance to the wellbeing and safety of Aboriginal and Torres Strait Islander children and students.

- ensuring racism is identified, confronted and not tolerated, and any instances of racism within the school environment are addressed with appropriate consequences.
- actively supporting and facilitating participation and inclusion by Aboriginal and Torres Strait Islander children and students and their families.

3.2 All of the College policies, procedures, systems and processes, taken together, create a culturally safe and inclusive environment to meet the needs of Aboriginal and Torres Strait Islander, culturally diverse and vulnerable students and their families.

3.3 **Gender equity** is a set of actions, attitudes, and assumptions that provide opportunities and create expectations about individuals. Gender is never separate from race, ethnicity, language, disability, income, or other diversities that define us as human beings. It offers a framework for education in which all students:

- can be engaged, reflective learners, regardless of the subject;
- can be educated in a safe and supportive environment enabling each student to achieve their potential;
- are prepared for future education, jobs, careers, and civic participation;
- set and meet high expectations for themselves and others;
- develop as respectful, inclusive, and productive individuals, friends, family members, workers, and citizens;
- receive equitable treatment and achieve equitable outcomes in school.

3.4 All students and staff deserve, and have a right, to be provided with equal opportunities to succeed in all aspects of education or employment. Gender is not a determinant of a student's capacity to learn, or an employee's capacity to work, but often influences opportunities. It is unlawful to discriminate against a person on the basis of gender.

3.5 As required by Ministerial Order 1359 Managing the Risk of Child Abuse in Schools and School Boarding Premises, this policy is reviewed after any significant child safety incident, or at least every two years, and improved where applicable.

## 4. PROCEDURE

4.1 The College strategies include:

- encouraging and actively supporting all student's ability to express their culture and enjoy their cultural rights.
- acknowledging traditional Aboriginal and Torres Strait Islander custodianship of the land at the start of significant meetings and events;
- celebrating diversity
- ensuring that all staff and students understand that the College does not tolerate discrimination against people (staff or students) on the basis of age, race, colour, religion, ancestry, national origin, age, gender, sexual orientation, marital status, veteran status or physical or intellectual disability, either in the recruitment of students or the implementation of its policies, procedures and activities;
- a student and staff code of conduct which requires all students to conduct their duties and act in a manner that promotes a safe, positive, productive and harmonious learning environment, act ethically and responsibly, and be accountable for their actions and decisions;

- a commitment to providing equal opportunity and promoting inclusive practices and processes for all students and staff within the limits of its resources; and
- integrating the principles of access and equity into the College's policies and procedures for all students and staff;
- acknowledging that to redress the past disadvantages of particular groups, special measures may be needed to improve educational opportunities and success for people from these specific groups including
  - Aboriginal and Torres Strait Islander students
  - students from culturally diverse backgrounds.
  - Vulnerable students may include, but are not limited to students:
    - are deemed vulnerable by a government agency, funded family service or family violence service, or assessed as requiring education and care outside the family home.
    - are identified as vulnerable as a result of a referral from a government agency, funded family service or family violence service, homeless or youth justice service; or mental health or other health service.
    - self-identify or are identified by school staff or school boarding premises staff as a member of a vulnerable cohort (for example Aboriginal children and students; children and students with disability; children and students from culturally and linguistically diverse backgrounds; children and students who are unable to live at home or are in out-of-home care; international students; and children and students who are lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+).

- applying the principles of support for diverse learners and inclusive education to all students including:
  - Aboriginal and Torres Strait Islander students
  - students from culturally diverse backgrounds.
  - Vulnerable students
- the College supports the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, and lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students.

4.2 All students, staff, volunteers and the school community have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.

4.3 All students and staff are provided with equal opportunities to reach their potential, irrespective of gender or stereotypical expectations.

4.4 The College will take all reasonable steps to prevent or minimise irrespective of gender or stereotypical expectations. All staff are expected, when carrying out their duties, to show respect towards all persons.

4.5 Managers have responsibility to:

- take reasonably practicable steps to ensure that their workplace or learning environment both on-campus and online, is free from Discrimination, Bullying and Harassment;
- providing training or advice to staff or students to eliminate Discrimination, Bullying and Harassment and develop cross-cultural awareness and sensitivity among professional and academic staff and students;
- encourage due recognition to the history and experiences of the Aboriginal and Torres Strait Islander Peoples of Australia and other ethnic groups;

- inform staff or students who experience Discrimination, Bullying and Harassment of their rights and provide them with the appropriate policy and procedures to resolve their concerns;
- ensure that staff or students who make a Complaint are not victimised for doing so and respect their privacy and confidentiality at all times;
- maintain a confidential database of complaints.

## Complaint Procedures

4.6 All forms of discrimination are not to be tolerated.

4.7 All claims of discrimination in any form or manner will be taken seriously, treated fairly and with confidentiality, thoroughly documented and constructively addressed by the High School Coordinator.

4.8 The Principal has overall responsibility for ensuring policies are followed and her current contact details are:

<b>Name</b>	Ms. Rong LIU
<b>Position</b>	Principal
<b>Telephone</b>	03 8663 7198
<b>Email</b>	<a href="mailto:rongliu@oxford.edu.au">rongliu@oxford.edu.au</a>

4.9 If you feel confident and want to deal with the situation yourself, you can use self-help techniques. However, it is not necessary that you try to resolve the complaint this way. This option involves approaching the person responsible for the discriminatory behaviour yourself. You should tell the person what you are unhappy about, why you are unhappy about it, and what you would like to happen. Taking a person with you for support may be helpful.

4.10 Students or staff impacted can also contact the Victorian Equal Opportunity and Human Rights Commission for information about their rights and responsibilities.

Level 3, 204 Lygon Street  
Carlton Vic 3053  
**Phone:** 1300 891 848  
**Fax:** 1300 891 858  
**Email:** [information@veohrc.vic.gov.au](mailto:information@veohrc.vic.gov.au)  
**Hearing impaired (TTY):** 1300 289 621  
**Interpreters:** 1300 152 494

4.11 If the behaviour continues or the person feels unsafe, staff and students are encouraged to formally report the incident (make a complaint) to the High School Coordinator and the Head of Student Services with any documentary evidence that include dates, times and places (if available). This evidentiary documentation will be significant in the resolution of the matter.

4.12 Where the complaint is in respect to a student, the **Student Behaviour Management Policy and Procedure** will be followed.

4.13 Where the complaint is in respect to a staff member, the **Student Complaints and Appeals Policy and Procedure** and the **Human Resources Policy and Procedure** will be followed.

4.14 The complainant will be supported through the process by the Student support team as set out in the **Student Support and Services Policy and Procedure**.

4.15 Staff or students can also seek external advice and/or make an external complaint. Persons who think they have been discriminated against on the basis of gender

identity, can contact the Victorian Equal Opportunity and Human Rights Commission and talk about their concerns. The dispute resolution service is free and confidential.

To make a complaint to the Victorian Equal Opportunity and Human Rights Commission see

<http://www.humanrightscommission.vic.gov.au/index.php/discrimination>

4.16 Alternatively, students or staff may call the Australian Human Rights Commission on 1300 656 419 to make a complaint under federal anti-discrimination legislation.

## 5. FEEDBACK

Feedback or comments on this policy and procedure is welcomed by the listed responsible officers.