

DIVERSITY, EQUITY AND INCLUSION POLICY



1. RATIONALE

We believe that students and staff grow best to understand and respect each other by learning and working together in a climate of equal opportunity. As a co-educational community, we believe in promoting the equal status of all individuals in our society and this belief should be reflected in all aspects of Gleeson College life. This policy is based on the principle that all students have a capacity to learn that should be fostered in an equal opportunity, non-discriminatory environment.

This policy should be read in conjunction with SACCS' Student Diversity, Equity and Inclusion Policy (2022) and Procedures (2022) [c.f. extract in Appendix 1] and the Gleeson College Diversity Statement (c.f. Appendix 2).

2. AIMS

- 2.1. To provide inclusive education in a manner which recognises the unique dignity and capacity of each person
- 2.2. To promote critical awareness of diversity and its implications for structure and practices at Gleeson College
- 2.3. To encourage an understanding of the diversity within race (including students from culturally and linguistically diverse backgrounds), disability, sexuality and religious beliefs
- 2.4. To encourage the implementation, review and sharing of effective inclusive practices among our staff
- 2.5. To ensure socially just educational outcomes for all students at Gleeson College
(*Gender Equality Policy 2018, SACCS*)
- 2.6. To discourage unwelcome behaviour, innuendo or victimisation towards any *student, staff member or other member of the Gleeson College community*
- 2.7. To integrate the beliefs and values of students from diverse backgrounds into those of Gleeson College in a manner that affirms their worth and protects their dignity.
- 2.8. To encourage harmless freedom of expression, self-determination and decision making.

3. BROAD POLICY

Gleeson College recognises the need for equity and accountability in our College community by:

- Promoting equality, which enables the growth of all individuals as persons, each with their own unique individuality and dignity
- Providing equal access to the widest educational opportunities for all individuals, which enable full and equal participation in all aspects of life

- Ensuring that all members of the Gleeson College community respect and support the rights of all individuals to participate fully in the teaching and learning processes without stereotyping or discrimination.

4. GUIDELINES

- 4.1 All students should be chosen equally for tasks regardless of their individual characteristics (other than capacity to safely complete the task)
- 4.2 Handouts, notices and literature prepared by Gleeson College should use inclusive language
- 4.3 In sport and physical education activities, all individuals should receive equal consideration when choosing teams, captains etc. or when deciding who should 'go first'. All students should be equally encouraged to be involved in all sport
- 4.4 Faculties should take great care in choosing textbooks and other curriculum materials that avoid stereotyping either in the written examples and exercises set or in the illustrations used
- 4.5 Behaviour management strategies and policies should deal equally with all students
- 4.6 Expectations in terms of classroom and yard behaviour should be the same for all students
- 4.7 Gleeson College committees (such as the Parents and Friends committee and the Gleeson College Board) should encourage the involvement of all parents/caregivers of students across the spectrum of diversity
- 4.8 All staff should model equity and contribute to a culture that is free of systemic, hidden or apparent bias
- 4.9 All staff will be provided with opportunities to apply for promotion and or leadership positions within Gleeson College
- 4.10 Staff recruitment should take into account the importance of the Gleeson College community in terms of role modelling for a diverse student body
- 4.11 The involvement of all students is encouraged in extra-curricular activities through programs which provide for a variety of interests
- 4.12 All students are to be equally challenged and supported academically with opportunities to receive awards for academic achievement and for excellent attitude and effort
- 4.13 Composition of the Student Leadership Team should broadly reflect the range of student diversity within the student cohort.
- 4.14 Gleeson College encourages a culture of awareness-raising through sharing knowledge, learning and professional development to increase understanding of diversity and inclusion.

5. BASIS OF DISCRETION

- 5.1 The policy may be modified under the professional direction of those who understand the needs of the student, meaning that a decision can be made to depart from these guidelines in response to particular extenuating circumstances.

N/A	Policy Number	Implemented	2012
LT	Evaluation Group	Evaluated	2022
3 years	Evaluation Frequency	Next Evaluation	2026

6. EVALUATION

The Leadership Team is responsible for the evaluation of this policy which will take place every 3 years. The policy should be considered by members of the Leadership Team as the key team within the College for Planning, Policy and Review. They may wish to seek opinions from other staff, parents and students as to the effectiveness of the policy.

Signed  Principal or delegate

Dated: 07/12/2022

Signed  Chairperson of Board or delegate

Dated: 3.3.23

This Policy now replaces all previous versions and evaluations of this Policy originally implemented in 2012 and subsequently updated.

APPENDIX 1 – EXTRACT FROM SACCS STUDENT DIVERSITY, EQUITY AND INCLUSION POLICY (2022)

Founded on Catholic teaching and tradition, Catholic Education's mission in South Australia is "animated by our Catholic faith and in partnership with families, our schools are communities which create opportunities for encountering life to the full – in all its personal, religious, political, ecological and cultural richness".¹

The Student Diversity Equity and Inclusion Policy is founded on the belief that every person is made in the image and likeness of God, and is equal in worth and dignity.

In Catholic Education South Australia each child or young person is welcomed as having inestimable value. To be welcomed, each child or young person has access to places, spaces, and approaches to be a thriving person, capable learner and leader for the world God desires.

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N/A	Policy Number	Implemented	2012
LT	Evaluation Group	Evaluated	2022
3 years	Evaluation Frequency	Next Evaluation	2025

APPENDIX 2 – GLEESON COLLEGE DIVERSITY STATEMENT (2022)

“Let anyone who is thirsty come to me” (Jn. 7:37)

Gleeson College seeks to reflect an increasingly diverse world in which our students live and will live into the future. We value diversity and respect the dignity of people and their unique qualities. We show sensitivity, justice and compassion to ensure respect for all regardless of race, gender, religion, sexual orientation, gender identity, ethnicity, socio-economic status, learning styles, abilities, and varied points of view. It is core to our values to help students grow as individuals with dignity and respect to all of God’s Creations. Our community believes that multiple perspectives and experiences provide a foundation for educational excellence and prepare students to be deeply connected, thriving people, competent and capable learners and just, merciful and humble leaders for the world God desires.

Contextualisation:

“Let anyone who is thirsty come to me” (Jn. 7:37)

The above from John is an important part of reflecting on a statement for Gleeson College about Diversity. It speaks to the heart of our Catholic Community which reaches out to the marginalised, the repressed and those who may not feel welcome. A statement on Diversity needs to incorporate a sense of welcoming and belonging to all people to be part of a community with One Heart. Here Jesus is not being literal for those who thirst, he is speaking to all who wish to listen. As a community we are an integral arm of the Catholic Church and therefore the statement needs to apply to all within our community.

N/A	Policy Number	Implemented	2012
LT	Evaluation Group	Evaluated	2022
3 years	Evaluation Frequency	Next Evaluation	2025