

# GENDER AND DIVERSITY POLICY

Inclusion, equity and respect for every member of our community

<b>Proprietor</b>	Global Village Learning Ltd (ABN 52 090 773 470)
<b>School</b>	Global Village Learning, New Gisborne Campus
<b>Policy owner</b>	Board of Directors
<b>Responsible officer</b>	Principal, with Campus Lead for day-to-day implementation
<b>Date adopted</b>	September 2024 (reviewed March 2026)
<b>Review cycle</b>	Every two years
<b>Next review</b>	March 2028
<b>Regulatory context</b>	Ministerial Order No. 1359 (clauses 7, 9); Equal Opportunity Act 2010 (Vic); Racial and Religious Tolerance Act 2001 (Vic); Sex Discrimination Act 1984 (Cth); Disability Discrimination Act 1992 (Cth); Age Discrimination Act 2004 (Cth); Charter of Human Rights and Responsibilities Act 2006 (Vic)

## 1. Purpose

The purpose of this Policy is to explain Global Village Learning's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity.

## 2. Definitions

- **Personal attribute:** a personal characteristic that is protected by State or Commonwealth anti-discrimination 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 a 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.

### **3. Inclusion and diversity**

Global Village Learning strives to provide a safe, inclusive and supportive school environment which values the human rights of all young people and staff.

Global Village Learning is committed to creating a school community where all members 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.

Global Village Learning 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 Global Village Learning we value the human rights of every young person and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities Act 2006 (Vic) seriously.

Global Village Learning will:

- actively nurture and promote a culture where everyone is treated with respect and dignity
- ensure that young people are not discriminated against (directly or indirectly) and, where necessary, are reasonably accommodated to participate in their education and school activities (for example, sporting events and camp lodging accommodating gender diversity) on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all young people
- 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 young people
- respond to complaints and allegations appropriately and ensure that young people are not victimised.

### **4. Programs that promote inclusion**

Examples of programs at Global Village Learning that promote inclusion and diversity include:

- Rainbow Room Co-curricular Program for gender diverse young people and allies
- IDAHOBIT Day, raising awareness of LGBTIQ+ rights
- Harmony Day, celebrating cultural diversity
- programs recognising and engaging with Aboriginal and Torres Strait Islander cultures and perspectives in our learning community.

### **5. Response to unacceptable behaviour**

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 Global Village Learning. We will take appropriate measures, consistent with the Student Wellbeing and Engagement Policy and the Bullying Prevention Policy, to respond to young people who demonstrate these behaviours at our school. These policies are available on the school website.

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

## 6. Reasonable adjustments for young people with disabilities

Global Village Learning understands that it has a legal obligation to make reasonable adjustments to accommodate young people with disabilities. A reasonable adjustment is a measure or action taken to assist young people with disabilities to participate in their education on the same basis as their peers. Reasonable adjustments are made in consultation with the young person, their parents or carers, their Guides and, if appropriate, their treating practitioners.

For more information about support available for young people with disabilities, and communicating with GVL in relation to a young person's disability, refer to the Student Wellbeing and Engagement Policy on the school website.

## 7. Communication

This Policy is communicated to our school community in the following ways:

- available publicly on the school website
- promoted with young people through their learning hubs and Compass
- included in staff induction processes and staff training
- included in the staff handbook
- discussed at parent information sessions
- reminders in the school newsletter
- hard copy available from school administration upon request.

## 8. Related policies

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Gender Identity Policy
- Student Wellbeing and Engagement Policy
- Bullying Prevention Policy
- Complaints and Grievance Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures.

## Endorsement

<b>Endorsement by Board</b>	March 2026
<b>Review date</b>	March 2026
<b>Next review date</b>	March 2028