



One School, Many Voices

Diversity and Inclusion Policy

Purpose:

To prepare young people to lead rewarding and productive lives in a diverse, complex and changing world we need to foster an inclusive environment in which every student is known, cared for and valued. The purpose of this policy is to outline how Killarney Heights High School promotes diversity and inclusion within our school community.

Vision Statement:

At Killarney Heights High School, we celebrate and embrace the rich diversity of our community and promote a harmonious and just school environment in which everyone is valued for their unique background, knowledge and perspective. We recognise that in elevating diverse voices and experiences, we encourage positive, respectful relationships and create a school climate in which innovation, creativity and ingenuity flourish. We are committed to the principles of compassion, fairness, justice and equity and to ensuring that all community members are treated with humanity, dignity and respect. By cultivating an inclusive school environment, we support all students to achieve their full potential.

Killarney Heights High School fosters an inclusive and equitable school culture that fosters acceptance, appreciation and respect for all students, regardless of their socio-economic status, gender identity, sexuality, disability, body type, religion, race, culture, language background or accent. We will not tolerate discrimination, prejudice, harassment, bullying or vilification under any circumstances. Behaviour, language or practises that stereotype, demean, exclude, humiliate or harm others will not be accepted at Killarney Heights High School. We empower students to challenge prejudice and injustice when they see it and prepare all our students for lives as ethical and engaged global citizens in our culturally diverse world.

Scope:

This policy applies the whole school community, including staff, students, parents, contractors and volunteers. It governs:

- Curriculum – teaching and learning, program development and delivery, assessment and reporting.
- Classroom environment – classroom routines, procedures, expectations and organisation and online learning platforms.



- School environment – playground, hall, online learning platforms, uniform, toilets and change rooms and other facilities.
- School policies – enrolment, wellbeing, behaviour, bullying, attendance, phone and BYOD policies.
- Extra-curricular activities – sport, excursions, parent-teacher meetings, assemblies and year meetings, performances and camps.

Policy Implementation:

Killarney Heights High School is committed to fostering an inclusive, harmonious and safe school environment by taking the following actions:

- Ensuring that all members of our community are treated with dignity and respect.
- Taking immediate action to stop discrimination, harassment, bullying and prejudice.
- Challenging stereotypes that promote prejudicial and discriminatory practises.
- Valuing and celebrating the diverse needs and strengths of all students.
- Promoting a human rights approach to diversity, inclusion and equity.
- Actively promoting the values of compassion, fairness, justice and equity.
- Taking immediate action to resolve complaints and issues fairly and ethically.
- Actively listening to the diverse voices within our school community.
- Regularly consulting and seeking feedback from our community.
- Continually educating ourselves and improving our understanding of our community.
- Modelling best practice for the North Shore and Northern Beaches communities.
- Providing reasonable adjustments for students with disabilities to ensure equitable access to all aspects of school life.

Rights and Responsibilities:

All members of the Killarney Heights High School community have the following rights and responsibilities.

You have the right to...	You have the responsibility to...
Be treated with dignity and respect regardless of your socio-economic status, gender identity, sexuality, disability, body size, religion, race, culture, language background or accent.	Treat others with dignity and respect regardless of their socio-economic status, gender identity, sexuality, disability, body type, religion, race, culture, language background or accent.
Express your values, opinions and beliefs in a manner that is inclusive and respectful of the diversity of perspectives, experiences, identities and voices that exist within our community.	Consider values, opinions, and beliefs that differ from your own without judgment or retribution. Refrain from expressing opinions, beliefs or jokes that are discriminatory or prejudiced or that vilify,



	demean, humiliate, offend or intimidate others based on their personal attributes.
Be free of discrimination, prejudice, harassment, bullying or vilification on the basis of your personal attributes.	Intervene to challenge discrimination, prejudice, harassment, bullying or vilification on the basis of personal attributes.
Speak up when you experience or witness behaviour, actions or language that are discriminatory, demeaning, humiliating or offensive.	Listen respectfully and reflect meaningfully on feedback when your behaviour, actions or words have had a harmful, demeaning, humiliating or offensive impact on a person or group of people, even if this was not your intention.
Recognise and celebrate occasions of cultural, religious or community significance.	Respect the cultural, religious and community celebrations of others, even if they do not align with your personal beliefs.
Use the toilet or change room which best aligns with your gender identity without fear of harassment.	Allow others to use the toilet or change room in which they are comfortable without harassment or fear of harassment.
Wear the uniform items in which you feel most comfortable without fear of judgment or harassment.	Comply with the school uniform code and allow others to wear the items in which they are most comfortable without fear of judgment or harassment.
Be addressed using your preferred name and pronouns, without judgment or sarcasm.	Address others using their preferred name and pronouns in a respectful manner, without judgment or sarcasm.
Be free of stereotypes associated with your gender, race, religious affiliation, sexual orientation, or language.	Refrain from stereotyping others on the basis of gender, race, religious affiliation, sexual orientation, or language.

Curriculum:

Research suggests that students benefit from seeing their identities represented in course content. At Killarney Heights High School we ensure that diverse voices, experiences and perspectives are represented within our curriculum by intentionally selecting and integrating content that reflects a range of races, ethnicities, gender identities, sexualities, abilities, ages, religions, cultures, socio-economic statuses and body types. We strive for an inclusive curriculum so that students can view ideas and concepts from a variety of perspectives by taking the following actions:



- Including resources and material produced by authors, artists and creators of diverse backgrounds.
- Integrating diverse voices, experiences and perspectives into programs, assessments and resources.
- Actively avoiding stereotypical and prejudicial language or representations within learning material.
- Explicitly teaching students to identify, discuss and challenge gaps, silences, bias, stereotypes and prejudice within learning material.
- Facilitating respectful debate and a courteous yet robust contest of idea and opinions.
- Explicitly teaching students to think critically about the perspectives and experiences represented in learning material.

Reasonable Adjustments:

Killarney Heights High School is committed to the implementation of the Disability Standards for Education and we make reasonable adjustments so that students with disability and those with wellbeing, trauma and physical and mental health related needs can participate on the same basis as their peers. This can include making changes to:

- The curriculum, teaching programs and assessments.
- Teaching approaches and resources.
- Sport, camps and extra-curricular activities.
- The classroom and school environment.
- School policies and routines
- Access to external support services.

These adjustments may be recorded in students' Learning, Wellbeing or Behaviour Support Plans or class teachers may make adjustments as necessary to ensure equitable access to all facets of school life. Killarney Heights High School believes that adjustments made to support students with disability are often of benefit to all students.

Complaints, Concerns and Disclosures:

Killarney Heights High School encourages all members of the school community to attempt to resolve complaints and concerns through the school. We commit to the following:

- All complaints will be treated confidentially, fairly and consistently, and resolved promptly.
- All complaints of victimisation will be taken seriously, investigated and acted upon as quickly as possible.



- Any member of the school community who raises an issue of discrimination, harassment, bullying or vilification in good faith will not be victimised or otherwise unfairly treated or disadvantaged.
- Those who have experienced harassment or bullying will be provided with ongoing support and counselling.
- All complaints will be addressed in accordance with the procedures outlined in the school Behaviour Policy, the School Bullying Policy.

If you believe someone is discriminating, harassing, bullying, vilifying or victimising you or others, take the following steps:

- If it is safe to do so, calmly and respectfully ask the person to stop. They may not realise the harmful impact of their language or actions.
- If the behaviour continues, report it to a trusted adult such as a teacher, Year Advisor, the Anti-Racism Coordinator, the Deputy Principal or the Principal.

When reports of misconduct are substantiated, the consequences of language or actions that are prejudiced or discriminatory or that have a demeaning, humiliating, intimidating impact on a person or group of people may include the following:

- Restorative conversations, circles and mediation.
- Student and parental interviews.
- Individual education sessions and presentations.
- Counselling and the development of a support plan
- Monitoring cards, detention or suspension
- Reporting to the police, the Incident Support Unit, Child Wellbeing or Child Protection

Celebrations:

By acknowledging, celebrating and promoting days of cultural and community significance, Killarney Heights High School increases the visibility of diversity and fosters an inclusive school culture. We mark the following annual occasions with a whole school assembly and/or other whole school activities. Care is taken to ensure minimal disruption to learning and parents are informed of all whole school celebrations in writing. In addition to the below whole school celebrations, we also encourage students to celebrate their own cultural and community days of significance at school.

TERM 1	
International Women’s Day (March 8)	Recognising the cultural, political, scholarly and socioeconomic achievements of women.
Harmony Day (March 21)	Celebrating Australian multiculturalism, inclusiveness, respect and belonging for all Australians.



TERM 2	
Anzac Day (April 25th)	The anniversary of the day when Australian and New Zealand soldiers landed on Gallipoli in 1915 as part of the Allies' invasion.
Reconciliation Week (May 27-June 3)	A time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.
NAIDOC Week (July 3-10)	Celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander people.
TERM 3	
Wear it Purple Day (Last Friday in August)	Helping create safe, empowering and inclusive environments for LGBTQ+ young people.
R U OK Day (September 8th)	Encouraging and empowering people to stay connected and to reach out to others experiencing difficult times in their lives.
TERM 4	
Remembrance Day (November 11th)	To remember those who died or suffered for Australia's cause in all wars and armed conflicts.
White Ribbon Day (November 28th)	Also known as the International Day for the Eradication of Violence against Women and is an annual day to raise awareness of family violence.
International Day of People with Disability (December 3)	To recognise the contributions and achievements of the 4.4 million Australians with disability, both visible and invisible
Xmas Factor	Celebrating the end of the school year with an inclusive whole of school celebration and talent quest for the KHHS community.

Definitions:

Term	Definition
Personal Attribute	A feature of a person's background that is protected by state or commonwealth anti-discrimination legislation. Eg race, culture, religion, disability, sex, gender identity, sexual orientation, language background or accent or body type.
Direct Discrimination	Excluding or treating a person unfairly on the basis of their personal attributes.
Indirect Discrimination	When a rule, policy or requirement unnecessarily or unreasonably disadvantages a person or group of people on the basis of their protected personal attributes.



Harassment	Behaviour or words that demean, humiliate, offend or intimidate a person on the basis of their protected personal attributes. This may include jokes, insults, imitations of accents or gestures, name-calling or threats.
Sexual Harassment	Sexual advances, requests, jokes, comments or contact that is unwelcome, unwanted and non-consensual. This may occur in person or online and can include the description or display of sexually explicit images.
Biased Bullying	The repeated use of words or actions intended to cause harm or distress to a person or group of people based on their difference or perceived difference.
Prejudice	Harm to a person or group of people resulting from judgments or hostility on the basis of their protected personal attributes.
Vilification	Slandorous and abusive statements against a person or a group of people on the basis of their protected personal attributes.