


# Equality, Diversity and Inclusion Policy and Procedure

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| Policy Statement | |
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| **Purpose** | Glencoe Institute of Higher Education ('the Institute') *Equality, Diversity and Inclusion Policy and Procedure* ('the Policy') outlines the principles, responsibilities, and procedures that support the promotion of equity, diversity, and inclusion across the Institute. This Policy aims to eliminate discrimination, foster cultural competence, value diversity, and ensure a safe, inclusive, and respectful learning and working environment that enhances educational outcomes and supports student and staff success within a diverse society. |
| **Scope** | This Policy applies to all students, staff, contractors, education agents, and the governing Committees of the Institute. |
| **Definitions** | For definitions, please refer to the *Dictionary of Terms.* |

## 1. Policy Principles

*a)* Aligns with relevant Commonwealth and Western Australian legislative and regulatory requirements, including the *Higher Education Standards Framework (Threshold Standards) 2021 (HESF 2021),* the *Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act),* the *Education Services for Overseas Students Act 2000 (ESOS Act),* the *National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)*, and applicable Western Australian legislation, to ensure lawful, equitable, inclusive, and accountable practices across the Institute's academic, employment, and student support activities.

*b)* Emphasises the promotion of inclusivity by recognising and appreciating the diversity of all individuals. It aims to provide equal opportunities for all students to learn, grow, and succeed, regardless of their backgrounds or characteristics This commitment to inclusivity is underpinned by clearly defined and practically achievable strategies, which include:

i. Implementing targeted awareness campaigns and educational programs to foster understanding and appreciation of diversity;
ii. Fostering inclusive communication practices across all Institute platforms to ensure all voices are heard and respected;
iii. Developing and reviewing curriculum content to ensure diverse representation and perspectives are integrated, enriching the learning experience;
iv. Supporting student-led diversity initiatives and cultural events that celebrate the rich tapestry of backgrounds within the Institute community.

*c)* Ensures that all members of the community are treated fairly and equally, free from any form of harassment based on race, colour, ethnicity, national origin, gender, sexual orientation, religion, disability, socioeconomic status, or other relevant attributes.

*d)* Optimises equal access by implementing strategies that address barriers and provide support for underrepresented and marginalised groups. This includes Aboriginal and Torres Strait Islander students, students with disabilities, and students from low-income backgrounds, ensuring they have equal opportunities to participate and succeed in higher education.

*e)* Aims to create a safe, welcoming, and inclusive atmosphere that encourages a sense of value, support, and freedom for all students, and staff to express their identities and ideas:

i. Establishing clear anti-bullying and anti-harassment protocols with effective reporting mechanisms to ensure a secure environment;

ii. Providing accessible support services and designated safe spaces where individuals can seek assistance and feel secure;
iii. Promoting respectful dialogue and conflict resolution training to enhance constructive communication and understanding;
iv. Cultivating a culture of psychological safety where individuals feel comfortable expressing diverse viewpoints without fear of reprisal.

These strategies will be regularly reviewed to confirm they are within the Institute's current capabilities and can be sustained effectively, ensuring tangible and realistic outcomes.

*f)* Integrates diverse perspectives, cultural knowledge, and experiences into the curriculum, enhancing inclusive teaching and learning methods that promote cultural understanding and critical thinking.
*g)* Implements practices that encourage the recruitment and retention of diverse staff, ensuring representation from underrepresented groups, and offering professional development opportunities to foster inclusive teaching and mentoring.
*h)* Emphasises the allocation of resources to provide a range of support services, special provisions, and resources that meet the diverse needs of students, including mentoring, academic support, and accessible facilities. Counselling services will be thoughtfully addressed through a dedicated Student Support Services Policy and Procedure to ensure tailored and sustainable delivery.
*i)* Collects and analyses data on diversity, equity, and inclusion indicators to monitor progress, identify disparities, and make evidence-based decisions for continuous improvement within the institution.
*j)* Demonstrates a proactive commitment to cultural responsiveness and student success, which includes exploring the integration of dedicated academic support sessions for Aboriginal and Torres Strait Islander students and ongoing professional development in cultural inclusivity for staff, drawing inspiration from successful initiatives observed in other institutions.

## 2. Discrimination and Harassment

The Institute aims to create an environment that is fair and inclusive for all the students and staff. The Institute condemns any form of discrimination or harassment based on gender, race, colour, ethnicity, national origin, or ethno-religious background, marital status, physical, intellectual, or psychiatric disability, sexuality, or age.

The Institute will undertake following proactive measures to prevent discrimination and harassment at the Institute. Each measure will be supported by strategic planning, adequate resource allocation, and an appropriate implementation schedule, ensuring consistent effectiveness while maintaining operational sustainability and avoiding undue strain on institutional capacity:

*a)* Conduct regular awareness campaigns to educate staff, students, and stakeholders about the importance of diversity, equity, and respect. The regularity and scope of these campaigns will be carefully planned to ensure practical feasibility and sustainable implementation within the Institute's operational context;
*b)* Use various communication channels, such as email, website, and notice boards, to disseminate information about anti-discrimination and anti-harassment;
*c)* Organise learning support, seminars, and webinars on topics related to diversity, inclusion, unconscious bias, and respectful communication. The frequency and content of these sessions will be developed with consideration for available resources and the practical capacity for consistent delivery;

*d)* Provide information classes on diversity, equity, and inclusion for all staff, emphasising their roles and responsibilities in creating a respectful and inclusive environment;

e) Have Codes of Conduct for staff and students that explicitly outline the expected behaviour and standards of conduct for all members of the Institute that explicitly prohibits discrimination, harassment, and any form of disrespectful behaviour;

*f)* Regularly remind staff, students, and stakeholders of their obligation to adhere to the code of conduct through signage, digital platforms, and periodic reiteration;

*g)* Establish clear and accessible reporting mechanisms for incidents of discrimination and harassment;

*h)* Ensure confidentiality and provide options for anonymous reporting to encourage individuals to come forward without fear of retaliation;

*i)* Provide access to resources such as helplines, counselling services, and online platforms where individuals can seek guidance, support, and advice. These services will be regularly reviewed to ensure students have enough resources, are easily accessible and meet the diverse needs of all student;

*j)* Collaborate with external organisations or support agencies to offer additional resources and referrals for those affected by discrimination or harassment;

*k)* Conduct regular assessments and surveys to gauge the perception of diversity, equity, and inclusion within the Institute All proactive measures, including regular awareness campaigns, training, assessments, and surveys, will be reviewed to ensure their practical feasibility and sustainable implementation within the Institute's operational context. This commitment ensures that all initiatives are not only aspirational but also realistically achievable and impactful.

### i. Reporting Mechanisms for Discrimination and Harassment

To foster a safe, inclusive, and respectful environment, the Institute has established clear and accessible reporting mechanisms for addressing incidents of discrimination and harassment. These mechanisms are designed to ensure effective, fair, and timely resolution, while promoting trust and accountability across the Institute community.

a. For Students: Students who wish to raise concerns relating to diversity, equity, discrimination, or harassment—whether involving the Institute, its staff, or fellow students—are encouraged to follow the procedures outlined in the *Student Grievance Management Policy and Procedure*. This policy ensures that all complaints are managed in a fair, transparent, and prompt manner, with due regard for the wellbeing and rights of all parties involved;

b. For Staff Members: Staff members seeking to report incidents of discrimination or harassment should refer to the *Human Resource Management Policy and Procedure*, which provides a comprehensive framework for addressing such matters effectively and with integrity.

The Institute is committed to maintaining confidentiality throughout the reporting and resolution process. To encourage individuals to come forward without fear of reprisal, options for anonymous reporting are available. In addition, the Institute offers access to a range of support services, including counselling, helplines, and secure online platforms, to assist individuals in navigating their concerns with confidence and care.

These services are regularly reviewed to ensure they are appropriately resourced, accessible, and capable of addressing the diverse needs of the Institute's community. This commitment

reflects the Institute's responsible stewardship of resources and its enduring dedication to equity and inclusion.

Where appropriate, the Institute collaborates with external agencies and support organisations to provide further assistance and referrals, thereby strengthening the support network available to those affected by discrimination or harassment.

## 3. Responsibilities

Both students and staff have the responsibility to:

*a)* Treat each other with respect, while valuing diversity and promoting inclusivity within the institution;
*b)* Familiarise themselves with and abide by this Policy and relevant codes of conduct, refraining from engaging in any form of discriminatory or harassing behaviour;
*c)* Promptly report any incidents of discrimination or harassment they witness or experience, using the designated reporting mechanisms outlined in the *Mental Health, Wellbeing and Sexual Harassment Strategy Plan*;
*d)* Actively engage in information classes, learning support, and educational initiatives that promote awareness, understanding, and respect for diverse cultures, perspectives, and experiences;
e) Support and show empathy towards individuals who have experienced discrimination or harassment. This includes listening to their experiences, aiding, and advocating for a safe and inclusive environment;
*f)* Serve as positive role models by demonstrating behaviour that promotes inclusivity and respect for all members of the Institute;
*g)* Creating an inclusive and respectful environment through their words, actions, and interactions. This includes challenging stereotypes, addressing bias, and promoting open dialogue and understanding.

## 4. Special Conditions or Reasonable Adjustments

*a)* The Institute ensure that all students, regardless of their circumstances, have an equal chance to succeed in academic courses and activities;
*b)* Each student's circumstances are evaluated individually to determine if any exceptions or adjustments are necessary;
*c)* Students may need to provide documentation that explains their circumstances or reasons for needing special conditions or exceptions. This may include those needing physical or social support;
*d)* The Institute aims to create an inclusive learning environment that supports the diverse needs of students. This commitment is actioned through careful evaluation of resources, ensuring support measures are clear, practical, and aligned with the Institute's current capabilities;
e) Information related to special conditions or adjustments is overseen with confidentiality and privacy;
*f)* Collaboration among students, and Student Support team helps ensure that students' needs are addressed effectively;
*g)* Special attention is given to the recruitment, admission, participation, and completion of Aboriginal and Torres Strait Islander peoples**,** in alignment with the Institute's commitment to equity, access, and inclusion. The *Admissions Policy and Procedure* includes dedicated support for Aboriginal and Torres Strait Islander applicants, ensuring culturally appropriate, fair, and

accessible processes that reflects the Institute's commitment to diversity and First Nations student success.;

*h)* Participation, progress, and completion by identified student subgroups are monitored and the findings are used to improve teaching, learning and support strategies for those subgroups.

## 5. Appeals

Both students and staff at the Institute have specific procedures in place for making complaints regarding diversity and equity matters. Students should follow the *Student Grievance Management Policy and Procedure* when lodging a complaint against the Institute, its staff, or fellow students. Staff members should refer to the *Human Resource Management Policy and Procedure* for guidance on making a complaint. It is crucial for both students and staff to be aware of and familiarise themselves with these policies to ensure that complaints are overseen effectively, ensuring fairness, transparency, and prompt resolution.

## 6. Review and Evaluation

This Policy will be reviewed at least every two years, or earlier if required due to changes in legislation, regulatory requirements, technological developments within professional and industry sectors, or institutional priorities, to ensure its ongoing relevance, accuracy, and effectiveness.

**Version Control**

| Version | Date of Approval | Approved By | Related Documents |
|---|---|---|---|
| 1.1 | 15 May 2025 | Governing Council | Staff Code of Conduct<br>Student Code of Conduct<br>Student Grievance Management Policy and Procedure<br>Records Management Policy and Procedure |
| **Benchmarking Institutions** | | | University of New South Wales<br>University of Technology Sydney<br>Holmes Institute<br>Australian Harbour International College<br>King's Own Institute |
| **Policy Owner** | | | Dean |
| **Legislations** | | | Tertiary Education Quality and Standards Agency (Cth) (TEQSA Act)<br>Higher Education Standards Frameworks (Threshold Standards) 2021 (Cth) (HESF 2021)<br>Education Services for Overseas Students Act 2000 (Cth) (ESOS Act)<br>National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth) (National Code)<br>Equal Opportunity Act 1984 (WA)<br>Human Rights Act 2019 (WA)<br>Disability Services Act 1993 (WA) |
| **Higher Education Standards Framework (Threshold Standards) 2021 (Cth)** | | | Standard 1.3.3;<br>Standard 2.3.1;<br>Standard 2.3.2;<br>Standard 2.3.3;<br>Standard 5.2.2;<br>Standard 6.2.1;<br>Standard 6.2.3;<br>Standard 6.3.2. |