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RESPONSIBLE MANAGER:	South West TAFE Board
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RELATED DOCUMENTS:	All SWTAFE Policies, Procedures and Processes Legislation as Referenced

1. Purpose

This Policy establishes principles to guide our actions and behaviours to achieve our commitment to an inclusive workplace that embraces and promotes diversity and where everyone is treated with respect and feels valued.

We understand that each person is different and that our collective diversity shapes our capability. Research shows a more inclusive and diverse workforce will increase organisational effectiveness, will lift employee satisfaction, motivation and commitment, will enhance productivity and will help achieve corporate objectives.

We acknowledge that our services and business are enhanced when we reflect the diversity of the community. We aim to create an inclusive learning environment for our students, as well as our workforce to ensure that our learning spaces and workplaces are safe and inclusive for all.

2. Scope

This Policy applies to all students and employees and provides guidance to managers. It is expected and intended that implementation of this Policy will positively influence South West TAFE's learning environment. The Policy should also have a positive impact on contractors, suppliers and partners.

Respect and Human Rights are a part of South West TAFE's values and we will demonstrate trust, understanding and embrace diversity. These values form the foundation for equal employment opportunity at South West TAFE. Executive, Managers and employees are expected to model respectful and inclusive behaviours in the workplace and in their service provision to students and the community

3. Definition

Diversity in this Policy refers to the unique personal, social and professional identities of each of our employees, and the recognition that these identities can change over time.

At SWTAFE inclusion and diversity is reflected in the level of diversity within our employee and student populations and in the cultural behaviours that support inclusion. We acknowledge the Diversity Council of Australia definition as the differences between people in how they identify in relation to their age, caring responsibilities, cultural background, disability, gender, Indigenous background, sexual orientation, and socio-economic background (social identity) and their profession, education, work experiences, and organisational role (professional identity).). We also acknowledge intersectionality and neurodiversity within the organisation.

4. Principles

The following principles will guide our actions and behaviours to achieve an inclusive workplace that embraces and promotes diversity:

1. We will acknowledge and value the differences each person brings to the Organisation.
2. We will purposefully create an inclusive culture where students and employees can be themselves and everyone is encouraged and supported to bring their authentic selves to work. *We will work towards a student and employee diversity profile that reflects the community we serve.*
3. We will empower and support all students and employees to understand each other, including those that may need extra assistance to achieve equitable outcomes.
4. We recognise that to focus on fairness and inclusion, we need to ensure that merit, competence and potential are the basis for all decisions about recruitment and development, remaining alert to the influence of conscious and unconscious biases.

5. We recognise that if we are genuine, we will expand our influence beyond our walls and influence how our community, contractors, suppliers and partners think about and approach inclusion and diversity.
6. We will be authentic and are committed to making our inclusion and diversity approach sustainable in the long term.

5. Implementation

South West TAFE will continue to operate in accordance with diversity legislation and broad principles of inclusion.

We will take a systematic approach to implement this policy to ensure that our inclusion and diversity objectives are embedded within our culture, systems and processes. We will:

1. Behave and act consistently with the principles in this Policy,
2. *We will work toward increasing our diversity profile amongst our employees and student populations,*
3. Understand and regularly report our progress toward inclusion and diversity.

6. Responsibility

The Board of South West TAFE will regularly review, evaluate and improve this Policy to ensure its commitment for an inclusive workplace that embraces and promotes diversity is being achieved.

Overall management responsibility for implementing this Policy resides with the Chief Executive Officer with the support of the Executive Management Team.

7. Measures of Success

To measure if this policy is being implemented successfully, South West TAFE will have regard to the following:

Measure of Success	Indicator
South West TAFE will have a structured approach to Diversity	The Inclusion and Diversity Plan and the Gender Diversity Plan is developed and implemented
South West TAFE will be an inclusion and diversity leader in the Victorian TAFE Sector	South West TAFE benchmarks its performance via the People Matters Survey

8. REFERENCES

Inclusion and diversity management is underpinned by Commonwealth and State law including:

Age Discrimination Act 2004 (Cwlth) – makes it unlawful to discriminate on the basis of age.

Australian Human Rights Commission Act 1986 (Cwlth) – provides an avenue of redress for those alleging discrimination and provides for the rights of these people.

Disability Discrimination Act 1992 (Cwlth) – makes it unlawful to discriminate against a person on the grounds of disability.

The Disability Standards for Education 2005 - these Standards are the Disability Standards for Education 2005. The standards specify how education and training are to be made accessible to students with disabilities. They cover the following areas: enrolment; participation; curriculum development, accreditation and delivery; student support services and elimination of harassment and victimization. The Act seeks to eliminate as far as possible, discrimination against people with disabilities. Under section 22 of the Act, it is unlawful for an educational authority to discriminate against a person on the ground of the person’s disability or disability of any associates of that person.

Fair Work Act 2009 (Cwlth) – provides a safety net of minimum terms and conditions of Employment and prohibits discrimination.

Racial Discrimination Act 1975 (Cwlth) – makes it unlawful to discriminate on the grounds of race, colour, national or ethnic origin.

Sex Discrimination Act 1984 (Cwlth) – makes it unlawful to discriminate on the grounds of a person’s sex, marital status, pregnancy, gender identity, sexual orientation or to sexually harass another person.

Occupational Health & Safety Act 2004 (Vic) – sets out the safety requirements for employers in respect of their employees (including in relation to bullying).

Charter of Human Rights and Responsibilities Act 2006 (Vic) - sets out the basic rights, freedoms and responsibilities of all people in Victoria. It is about the relationship between government and the people it serves.

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Racial and Religious Tolerance Act 2001 (Vic) - prohibits behaviour that incites or encourages hatred, serious contempt, revulsion or severe ridicule against another person or group of people because of their race and/or religion.

Equal Opportunity Act 2010 (Vic) - encourages the identification and elimination of discrimination, sexual harassment and victimisation and their causes, and to promote and facilitate the progressive realisation of equality.

State and Territory Anti-Discrimination Laws – make it unlawful to discriminate in employment on a range of grounds.

Workplace Gender Equality Act 2012 - replaced the Equal Opportunity for Women in the Workplace Act 1999. The legislation aims to promote and improve gender equality in Australian workplaces.

Child Safe Standards, Ministerial Order No 870 - Children have the right to be safe and protected. These Standards set out the actions that education providers must take to meet the Child Safe Standards, and mandate arrangements to mitigate the risk of child abuse and implementation of a zero tolerance. The Ministerial Order places accountability for managing the risk of child abuse with education providers governing authorities.

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