



Inclusion Policy

Contact Person/s: Principal

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Revision History

Date	Title	Status	Revision no	Author	Approver
March 2020	Inclusion Policy	Draft	0	Principal	
March 2020	Inclusion Policy	Approved for publication (Policy only, not annexure)	0	Principal	College Council Resolution 15/20
July 2021	Inclusion Policy	Updated to include Alice Springs Declaration	1	Principal	College Council Resolution 42/21
April 2023	Inclusion Policy	Revised	2	Principal	College Council Resolution 18/23

1.0 Purpose

As a Lutheran School, we strive to live by the teachings of Jesus, who calls us to accept those we perceive as different to us, accordingly we treat them with the same respect, integrity and compassion that we do all members of the community, and we do so with love. This is a place of safety, love and inclusion for all.

The College aims to support and respect all students, and encourages all members of the College community to provide the same level of respect and support. We aim to provide an inclusive educational environment that has its foundations in the values of Immanuel and the Lutheran Church. This educational environment is also set within the legislative and regulatory framework that exists within Queensland and Australia more broadly.

This policy is also consistent with the Alice Springs Declaration, specifically:

Goal 1: The Australian education system promotes excellence and equity.

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community

This philosophy permeates all areas of practice. The College accepts and indeed advocates that every child has a right to a good education, irrespective of background. As such, this philosophy forms a pivotal component of the induction program for new staff. It is also at the core of discussions during enrolment interviews.

2.0 Scope

The policy applies to Immanuel Lutheran College Council members, employees, volunteers, parents/guardians and students.

3.0 Legislation and References

- [Age Discrimination Act 2004 \(Cwlth\)](#)
- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Australian Human Rights Commission Act 1986 \(Cwlth\)](#)
- [Disability Discrimination Act 1992 \(Cwlth\)](#)
- [Disability Standards for Education 2005\(Cwlth\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Multicultural Recognition Act 2016 \(Qld\)](#)
- [Racial Discrimination Act 1975 \(Cwlth\)](#)
- [Sex Discrimination Act 1984 \(Cwlth\)](#)
- [Privacy Amendment \(Enhancing Privacy Protection\) Act 2012](#)
- [Privacy Amendment \(Notifiable Data Breaches\) Act 2017 \(Cwlth\)](#)
- [Child Protection Policy](#)

4.0 Definitions

The College prohibits unlawful discrimination and bullying, respects diversity in people, their ideas and opinions, and treat others fairly regardless of their race, ancestry, place of origin, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability.

5.0 Responsibilities

5.1 College Council

Oversee the implementation of and adherence to the Inclusion Policy as it applies to the College's governance committees.

5.2 The Principal

Implement the Inclusion Policy and ensure adherence for all College activities.

5.3 Staff and Volunteers

Comply with the guiding principles of the Inclusion Policy.

5.3 Parents and Students

Comply with the guiding principles of the Inclusion Policy.

6.0 Policy Statement

As in all aspects of providing students with a holistic education, Immanuel Lutheran College views the importance of supporting students with inclusion as a partnership with the student and their parents/carers.

Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

7.0 Our Commitment

We have high expectations of all students, recognising that, with the right support, all students can succeed. Our commitment means that children and young people, from all social, cultural, community and family backgrounds, and of all identities and all abilities can:

- access and participate in a high-quality education and fully engage in the curriculum alongside their similar-aged peers;
- learn in a safe and supportive environment, free from bullying, discrimination or harassment; and
- achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.

8.0 Associated Documentation and Links

[Staff Handbook](#)

Annexure A

Transgender Procedure

1. This procedure will be enacted if a student has identified as having a gender identity different from the sex they were designated at birth and the student and their parents/carers have requested support from the College.
In general, the following steps will be followed once the students and parents/carers have requested support.
 - 1.1 Parents/carers are to provide the College with a letter from a gender identity specialist or psychologist that outlines the issues and recommendations. This written communication is required so that the College can plan appropriately and develop an individual plan to support the student.
 - 1.2 Relevant stakeholders, including the student, their parents, specialists and College staff will meet to formulate strategies and develop an individual support plan for the student whilst they are at school and within the boarding community if applicable.
 - 1.3 The support plan will be trialled for an appropriate amount of time, reviewed and adjusted where necessary.
 - 1.4 At all times, the College will aim to respect the privacy and confidentiality of the gender identity of its students so far as is reasonably practicable.
 - 1.5 It is important for everyone to understand that a student will be choosing to change their gender identity in an on-going capacity.

Individual Support Plan

In conjunction with the student and their parents/carers, the Principal, the relevant Head of School, College Chaplain and the gender identity specialist/psychologist, will be involved in creating a school support plan that aims to ensure that the College appropriately responds to the student's needs and addresses any potential facilities and privacy issues. These plans will generally be developed over a number of meetings to allow time for trailing and opportunity for review and adjustments to occur.

It is important that the student understands they are a partner in the plan and actively follows the agreed decisions. The process and considerations involved in developing individual support plans will be different depending on each student's preferences and needs. However, as a guide, the support plan may:

- outline the student's gender identity
- identify current external supports that are in place
- identify potential school-based wellbeing support
- identify the student's or the parents'/carers' desired assistance from the College
- consider the best timing to undertake any change of gender identity, such as after term break
- consider the implementation of a student support group to support, guide and monitor the student's progress
- outline agreed arrangements in relation to toilet facilities, uniform and sport
- outline agreed accommodation arrangements if the student is attending a camp
- consider education and support for other students in the event the student's gender identity change becomes known; this may include a student support referral process
- determine which other staff members need to be advised to support or teach the student

- list the names of staff members who know of the gender identity change
- identify the main points of contact for both the student and the College community
- delegate responsibilities and roles under the plan
- consider an appropriate communications strategy
- identify processes to:
 - a. review the plan
 - b. inform others should it be decided necessary
 - c. amend school documentation and records
 - d. address potential school community concerns
 - e. manage unforeseen circumstances

In the instance that the student is new to the College, the best way to protect the student's privacy and confidentiality is generally to minimise the number of staff required to know the student's gender identity status. In some cases, this may be limited to the Principal. It should not be assumed that a staff member, extended family, or the student's social network is aware of the student's gender identity.

Name Changes

If a student's parents/carers have applied to change the student's name on their birth certificate and wish for the College to update their records accordingly, the College will require the student's parents/carers to provide a letter to the College requesting name and pronoun changes. Once received, the College will be able to update the College data base, reporting procedures and arrange for new student ID cards to be made. The College will also require a copy of the student's new birth certificate reflecting their name change once it becomes available. Consideration will also be given to situations where students have requested to be called by a different name or pronoun but have no legal documentation.

Facilities

The College will aim to give careful consideration to the appropriate use of facilities such as toilets, showers and change rooms, in consultation with the student, their parents/guardians and their gender identity specialist/psychologist. Whilst the College will endeavour to accommodate the student's preferences with respect to facilities use, this may not always be possible.

Uniforms

In circumstances where a student is undertaking a gender identity change, the College will endeavour to accommodate the student's preferences with respect to uniforms (i.e. both school and sports uniforms).

Outdoor Education – Camping Program

College has the obligation to ensure the safety of all students including those undergoing gender transition. The College cannot wilfully put students in a position of risk. As such, students undergoing gender transition must be able to satisfy the College that while participating in the Outdoor Education program, that the gender that they identify as does not pose a risk, real or perceived, to them or other students within the ILC community. Any decisions around attendance in the Outdoor Education program would form part of the Student Support Plan and as such be in agreement with the parents of the gender transitioning student.

Community Adjustment

Where the student changing gender identity is a current student, community members who knew the student before may need:

- support
- further information on gender identity
- to discuss issues in general with a senior staff member

- The College will endeavour to ensure that an appropriate contact person is designated to handle
- any community concerns.
- Adjustments to a student's change in gender identity will typically:
- occur as a matter of practice over time
- include use of:
 - the student's new name
 - address appropriate to the student's preferred gender identity (i.e. pronoun use).

Parental Consent

This policy has been drafted on the assumption that a student and their parents/guardians are in agreement regarding the student's gender identity. However, the College acknowledges that circumstances may arise in which a student wishes to change their gender identity without the consent of their parents/guardians. Such a situation will need to be considered carefully and each situation will be dealt with individually based on the facts at the time.