



## Policy: Member Protection Policy - Part C - Inclusion

### Version Control

| Adoption Date               | Version | Details | Author         |
|-----------------------------|---------|---------|----------------|
| 12 <sup>th</sup> April 2023 | 1       | New     | Jill Le Feuvre |
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#### 1. Scope

- 1.1 The Inclusion Policy outlines the requirements for the Brisbane German Language School (BGLS) to ensure its delivery methods support inclusion of our diverse population.
- 1.2 This policy applies to all BGLS students (youth and adult), parents/guardians of youth students, teachers, coordinators, administrators, and management committee members.
- 1.3 This Policy should be read in conjunction with the suite of BGLS Member Protection Policies (available at [www.bgls.org.au](http://www.bgls.org.au)) as well as the BGLS Compliant Handling, Mediation & Discipline Policy (available at [www.bgls.org.au](http://www.bgls.org.au)).

#### 2. Background

- 2.1 The BGLS seeks to provide a safe, fair, and inclusive environment for everyone involved with the school.
- 2.2 This policy should also be read in conjunction with the BGLS Member Protection policies.
- 2.3 According to the 2021 ABS Census, more than 300 languages are spoken in Australian homes by more than 5.6 million people, more than one in four people are born overseas, more than 1.4 million Australians need assistance with core activities due to a disability and 3.2% of the population identify as having Aboriginal and/or Torres Strait Islander heritage.
- 2.4 The BGLS is committed to providing a welcoming, inclusive, and supportive learning environment, with programs and activities for people from all backgrounds and at all levels. To achieve this, The BGLS will work with parents and their children, and adult students to ensure that wherever possible class activities are moderated to ensure everyone is included.
- 2.5 The BGLS is providing online classes for students who are unable to attend the class.
- 2.6 The BGLS will also undertake to provide ongoing training to its teachers and committee about inclusion and diversity to ensure the school continues to develop with the changes in population.

#### 3. Complaint Mechanisms

- 3.1 In the first instance parents of children who identify as having a disability and adult students who identify as having a disability should discuss their requirements with the relevant Coordinator. This is most effective **before** enrolment to ensure that specific needs can be met by the school.
- 3.2 If agreement cannot be met the relevant Coordinator will invite the parent or student to make a submission to the President of the BGLS. Submissions should be short and identify the disability and its requirements. In addition, the submission needs to address

how the school and the student's parents (family) are contributing to meet the requirement. Submissions can be written (preferred) or verbal. The BGLS President will call a special meeting of the committee to discuss and provide a response within 14 business days wherever possible. The process and template for submitting a complaint can be found in the attachments to the BGLS Compliant Handling, Mediation & Discipline Policy (available at [www.bqls.org.au](http://www.bqls.org.au)).

#### **4. Summary**

**4.1** This Policy operates in addition to the existing Federal and State laws pertaining to discrimination. These can be found at [www.humanrights.gov.au](http://www.humanrights.gov.au)

- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Queensland – Anti-Discrimination Act 1991