



6.04 Inclusive Education Policy

This policy aligns with [NELP](#) Objective 1: Learners at the Centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.

Under the Education and Training Act 2020, our board is required to ensure every student at Liston College can attain their highest possible standard in educational achievement, and that we cater for and are inclusive of students with differing needs.

We do this by ensuring our school:

- is a physically and emotionally safe environment for all students and staff (NELP Priority 1)
- implements the relevant student rights under the Education and Training Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993
- takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within education and our school community
- reflects Aotearoa New Zealand's cultural diversity (Education and Training Act, s.133)
- gives effect to te Tiriti o Waitangi
- maintains an inclusive learning community and culture that allows students to express their diverse identities.

Learners at the Centre

- Learners and their family/whānau are at the centre of Liston College. We empower our students to be engaged in their learning, and to experience success. This includes students who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or come from diverse ethnic communities (NELP Priority 1).
- We collaborate with our school community to understand the aspirations of learners and their family/whānau, and identify and respond to learner strengths, progress, and needs.
- Incidents of racism, discrimination, or bullying are addressed through our [harassment](#), [bullying](#), and/or [concerns and complaints](#) policies.
- We work with our students and their families/whānau to ensure our school environment and programmes reflect their identities and keep students engaged in school. This includes:
 - identifying any practical concerns and support required
 - discussing any concerns about student wellbeing and safety
 - discussing student privacy, preferred level of information sharing, and obtaining consent before publishing student information
 - using the [preferred name](#) of students
 - identifying students and groups of students who are not achieving or are at risk of not achieving and developing strategies to meet their needs.



At Liston College we recognise the diverse learning needs of our students, and the need for barrier-free access to education. We work with students and their families/whānau to identify and address any barriers that may stop students from accessing, participating in, or remaining engaged in education. This includes Māori and Pasifika learners, disabled learners, and those with [learning support](#) needs (NELP Priority 3).

Cultural and Religious Diversity

- We aim to instil in our students an appreciation of the importance of diversity, cultural knowledge, identity, and the [official languages](#) of Aotearoa New Zealand. We respect and honour [te Tiriti o Waitangi](#) and give effect to it in all aspects of school life.
- We recognise and value the different cultures represented in our school community, and prioritise inclusivity by:
 - supporting teachers to competently teach diverse learners, and make appropriate changes to teaching approaches if necessary
 - being sensitive to all religious beliefs and belief systems
 - supporting students and families whose first language is not English, including English language support for eligible students.
- We respect the place of Ngā Tangata o Moana-Nui-a-Kiwa/Pasifika peoples and cultures and acknowledge the diversity of Pasifika learners and their families.
- At Liston College, we support engagement and excellent outcomes for Pacific learners by engaging with the Ministry of Education's Action Plan for Pacific Education, and integrating diverse Pacific cultural values, histories, experiences, customs, and languages into curriculum areas, where appropriate.

Sexuality and Gender Diversity

- Schools have a responsibility to be inclusive learning environments for LGBTQIA+ students, including [gender diverse](#) students (NELP Priority 1). Inclusive learning environments aim to keep our school safe and to protect the mental and physical health and wellbeing of students. We take the views, beliefs, and customs of our community into consideration, while ensuring that the health and wellbeing of our students takes priority.
- Our school creates an inclusive learning environment for our LGBTQIA+ students by:
 - teaching about respectful and inclusive behaviour and languages as part of our ongoing delivery of our vision and values, and the curriculum
 - dealing with any issues that may arise around sexuality or gender identity through our [Supporting Student Wellbeing](#) policy
 - addressing harassment, bullying, or discrimination through our [harassment](#), [bullying](#), and/or [concerns and complaints](#) policies
 - upholding the expectations of [The Code | Ngā Tikanga Matatika](#) by respecting the diversity of student identities, promoting the wellbeing of learners, and protecting them from harm.



Related topics

- [Te Tiriti o Waitangi](#)
- [Māori Educational Achievement](#)
- [Learning Support](#)
- [Harassment](#)
- [Bullying](#)
- [Health Education](#)
- [Uniform/Dress Code](#)
- [Legislation](#)
- Human Rights Act 1993
- Education and Training Act 2020
- New Zealand Bill of Rights Act 1990

Resources

- TKI | Te Kete Ipurangi:
- [Inclusive Education](#)
- [Cultural diversity principle](#)
- [Tapasā – Cultural Competencies Framework for Teachers of Pacific Learners](#)
- Ministry of Education | Te Tāhuhu o te Mātauranga:
- [Success for All – Every School, Every Child](#) and [Inclusive practice in secondary schools](#)
- [Ka Hikitia – Ka Hāpaitia](#)
- [Learning Support Action Plan](#)
- [Action Plan for Pacific Education](#)
- Office for Disability Issues | Te Tarī Mō Ngā Take Hauātanga: [Disability Action Plan 2019-2023](#)
- NZ Human Rights Commission | Te Kāhui Tika Tangata: [Sexual Orientation, Gender Identity, and Sex Characteristics](#)

Adopted by Board of Trustees

Review Date: 24-Jul-2024 Chairperson: 

Next Review: 2027 – every three years