

Phoenix values its staff and students and believes in conducting business whilst ensuring fair, equitable and non-discriminatory employment and operational practices. It is our aim to provide a working environment which maximises the talent, potential and contribution of all employees and students and ensures equal opportunity for all.

Equal opportunity means that employees and students are judged on their ability to do the tasks requested rather than on assumptions based on different characteristics such as sex, race marital status, disability, age, religion, political beliefs, or any other grounds covered by equal opportunity legislation. It also means that Phoenix provides a work and study environment that is free from sexual, racial or any other form of harassment.

Each employee and student is required to treat all other staff and students with fairness, equity and respect so that the total work and study environment is free from discrimination and harassment. Equally, Phoenix has a responsibility to ensure that the principles of equal opportunity are practised.

Harassment and discriminatory behaviour will not be tolerated within Phoenix. Any reports of such behaviour will be investigated, and if proven to be true, the offending employee or student will be disciplined or terminated as appropriate.

To achieve the Policy the Academy will ensure:

- Physical access to each of our buildings is maintained, and that we will make every attempt to relocate classes in those instances where physical access is restricted.
- Plans for all new capital facilities will comply with current regulations and legislation relating to physical access and special facilities for people with disabilities.
- as resources reasonably permit, an environment that enables staff and students with disabilities to work or progress through and complete a chosen course of study to which they have been admitted.
- advice to enrolled students with disabilities and assistance to course coordinators on curriculum adaptation and equipment needs.
- students with disabilities have access to learning resources and materials. This may involve provision of specialised equipment, or the reorganisation of existing systems where possible.
- Adaptation of the curriculum in individual subjects/units to meet the specific needs of each student with a disability in conjunction with the Principal and Academic Manager. This shall occur in so far as the essential skill or knowledge required for a particular subject/unit is not compromised. Examples include alternative projects or the granting of extensions, these will not include changes which compromise academic standards.
- students or applicants with disabilities indicating ways in which assessment requirements or conditions might be tailored to take account of the specific impairments.
- staff redesign field work or practical work components of unit assessment requirements to take into account the capacities of students with disabilities provided the skills/knowledge being tested are not compromised.
- record enrolment, retention, participation and success rates of students with disabilities in order to facilitate planning for improved services for such students.

**If you believe you are being harassed or discriminated against please use the Complaints and Appeals Process to register your grievance.**