



PARK ORCHARDS PRIMARY SCHOOL

Inclusion and Diversity Policy

(includes Equal Opportunity and Sexual Harassment)

PURPOSE

The purpose of this policy is to explain Park Orchards Primary School's (P.O.P.S.) commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. This policy should be read alongside the following Department of Education and Training policies:

- [Equal Opportunity and Human Rights - Students](#)
- For staff, the [Respectful Workplaces](#) policies (including [Equal Opportunity and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#)) as these whole of Department policies apply to all staff at P.O.P.S.

POLICY

Definitions

Personal attribute: a personal characteristic that is protected by State or Commonwealth anti-discrimination legislation. These include: race, disability, sex, sexual orientation, gender identity, religious belief or activity, political belief or activity, age, intersex status, physical features, pregnancy, carer and parental status, breastfeeding, marital or relationship status, lawful sexual activity, employment activity, industrial activity, expunged homosexual conviction or personal association with anyone who is identified with reference to any protected attribute.

Direct discrimination: unfavourable treatment because of a person's protected attribute.

Indirect discrimination: imposing an unreasonable requirement, condition or practice that disadvantages a person or group of people with a protected attribute.

Sexual harassment: unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated or intimidated. It may be physical, verbal, visual or written.

Disability harassment: an action taken in relation to the person's disability that is reasonably likely, in all the circumstances, to humiliate, offend, intimidate or distress the person.

Vilification: conduct that incites hatred towards or revulsion or severe ridicule of a person or group of people on the basis of their race or religion.

Victimisation: subjecting a person or threatening to subject them to detrimental treatment because they (or their associate) has made an allegation of discrimination or harassment on the basis of a protected attribute (or asserted their rights under relevant policies or law).

Inclusion and Diversity

P.O.P.S. strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff.

P.O.P.S. is committed to creating a school community where all members of our school community are welcomed, accepted and treated equitably and with respect regardless of their backgrounds or personal attributes such as race, language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.

P.O.P.S. acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At P.O.P.S. we value the human rights of every student and we take our obligations under anti-discrimination laws and the Charter of Human Rights and Responsibilities seriously.

P.O.P.S.will:

- Actively nurture and promote a culture where everyone is treated with respect and dignity
- ensure that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities (eg schools sports, concerts, school assemblies, school discos, interschool sports etc) on the same basis as their peers
- acknowledge and respond to the diverse needs, identities and strengths of all students
- encourage empathy and fairness towards others
- challenge stereotypes that promote prejudicial and biased behaviours and practices
- contribute to positive learning, engagement and wellbeing outcomes for students
- respond to complaints and allegations appropriately and ensure that students are not victimised.
- fosters positive cultural change in attitudes and beliefs about disability, in and beyond the school environment

The following principles provide guidance for all members of the school community on the main features of inclusive education.

S: Student-centred

- Inclusive education involves students, in collaboration with their peers and/or carers, in decisionmaking processes as respected partners in education.

H: Human rights focused

- Inclusive education is supported by and is the realisation of a human rights based approach to education. International human rights principles and Victoria's Charter of Human Rights and Responsibilities Act 2006 provide a framework for every Victorian to be treated with dignity and respect and to enjoy their human rights without discrimination.

A: Acknowledges strengths

- Inclusive education recognises that each child and young person is unique. It focuses on a strengthsbased, personalised approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

R: Respects legal obligations

- Inclusive education enables schools to uphold legal obligations to make reasonable adjustments for all students with disabilities. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

E: Evidence-based

- Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes.

Inclusive Education at Park Orchards Primary School:

- Acknowledgement of Aboriginal students and their cultural plans
- Proudly displaying the Aboriginal and the Torres Strait Islander flags
- Celebrating Harmony day
- Providing differentiated learning for students
- Engaging in respectful relationship lessons and social and emotional learning lessons
- Providing Inclusive Education Policy ratified based on 'DET Education for All' policy
- Provision of ongoing training is available with the Disability Inclusion Leader – one-on-one support provided to all staff
- Whole-school implementation of Structured Literacy (Prep to Year 2: decoding focus using Little Learners
- Love Literacy resources & Years 3-6 encoding focus supported by SoundWaves)
- Specialist Setting visits for staff as part of professional learning and development

- Specialised staff training for students with medical needs
- Extensive Early Transition Program
- Whole school Social & Emotional Learning Program- The Resilience Project
- School Wide Positive Behaviour Support implementation
- P.O.P.S. Annual Implementation Plan and Strategic Plan have an Inclusive Education focus, aligning with the Australian Professional Standards
- Access to the Inclusion Hub, a space that welcomes everyone and is inclusive of all individual needs and interests. A rostered timetable of activities is available, but options for students to choose alternate activities such as: drawing, board games, chess, fidget toys and sports are also on offer.
- Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and to let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed.

Reasonable adjustments for students with disabilities

P.O.P.S. also understands that it has a legal obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist students with disabilities to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. Our school may consult through Student Support Group processes and in other less formal ways. For more information about support available for students with disabilities, and communicating with us in relation to a student's disability, please refer to our school's [Student Wellbeing and Engagement](#) policy or contact the Disability Inclusion Leader for further information.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website and Compass
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Discussed at student forums
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

- Student Engagement and Wellbeing Policy
- Statement of Values
- Bullying Prevention Policy

For staff, please see the Department's [Equal Opportunity and Anti-Discrimination Policy](#), [Sexual Harassment Policy](#) and [Workplace Bullying Policy](#) which apply to all staff working at our school.

Other relevant Department policies and resources on the Department's Policy and Advisory Library are:

- [Equal Opportunity and Human Rights - Students](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Program for Students with Disabilities](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2022
Consultation	Policy was reviewed and consulted in May 2022 by the school council School Community via Compass
Approved by	Principal
Next scheduled review date	May 2025