

## **POLICY: INCLUSION AND DIVERSITY**

### **PURPOSE:**

Brentwood Park Primary School is a school where the social, emotional, educational and physical needs of all students are of the utmost importance. It is a school that encourages respect for diversity in regard to a student's background (cultural, racial, ethnic and social) or personal attributes and is based on the notion that we will continually work towards providing for the needs of all students in our community. The school strives to provide a safe, inclusive and supportive school environment for all students and members of our school community.

### **Definitions**

*Personal attribute:* a feature of a person's background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation. For example, but not limited to: race, disability, sex, sexual orientation, gender identity, religion.

### **AIMS:**

- To ensure the school accommodates the individual needs of every student.
- To ensure every member of the school community, regardless of their background or personal attributes, is treated with respect and dignity.
- To ensure inclusive practices are established across all areas of the school.

### **IMPLEMENTATION:**

Brentwood Park 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.

Brentwood Park will:

- ensure that all students and members of our school community are treated with respect and dignity
- ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities
- 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.

•Bullying, harassment and other forms of inappropriate behaviour targeting individuals because of their personal attributes will not be tolerated in our school community. Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and inform their teachers, parents or carers about those behaviours to ensure that inappropriate behaviour can be addressed.

•The school will take appropriate measures, consistent with its Student Wellbeing and Engagement and Anti-bullying and Harassment policies, to respond to discriminatory behaviour or harassment at the school.

•The school also understands that it has a special obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist all students to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities through our Student Support Group processes in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners.

- The school will aim to complete applications for support funding in a timely manner through the Program for Students with Disabilities (PSD) if deemed eligible.
- Termly student support groups (SSG) are an integral part of the process for catering for students with a disability and support the ongoing management of Individual Learning Goals created by the classroom teacher, assistant principal and education support staff member, with parent input.
- Students who require support with social experiences will be offered other lunch time programs as an alternative to playing outside.
- Appropriate professional development will be made available to teachers, leadership and education support staff.
- As particular needs are identified, appropriate resources will be sought so that the school can continue to meet the needs of each student.

Students who are not funded will have access to the DET services: Social Worker, Speech Therapist and Psychologist.

• Students are mainly taught within the classroom setting, however, may be withdrawn for speech therapy, occupational therapy etc.

• Celebration of diversity will be encouraged.

• Individual Learning Improvement Plans (ILIPs) will be developed and reviewed regularly for the following students:

- Aboriginal and Torres Strait Islanders
- Out of Home Care
- Students that receive support for English as an additional Language (EAL)
- Students with learning, social, emotional or behavioural challenges.

#### **The role of the teacher to support inclusive practices:**

• The class teacher is responsible for program development.

Teachers will demonstrate the Australian Professional Teaching Standards, in particular standards 1 and 2: *Know students and how they learn* and *know the content and how to teach it*.

• Opportunities for discussion with all students in the class will be encouraged to facilitate greater understanding, respect and acceptance.

• The environment will be established to cater for students with additional learning needs in the form of visuals, sensory equipment, mini breaks in between learning, wheelchair access, slope boards for writing, noise cancelling headphones if required, accommodations made to support visually or hearing impaired students, such as the use of computer technology and safety measures in place to minimise any foreseeable injury, a withdrawal/break area or accommodations as required.

• Adjustments must be made to all school activities to enable access to every child, such as school camps, excursions, performances and specialist programs.

• Every student will be provided with a curriculum based at their level of learning. This will be in the form of the Victorian Curriculum, based on assessments completed by the school and recommendations from professionals.

• The classroom teacher will review recommendations by professionals for students in their class.

• Teachers are encouraged to develop regular communication between families of students they support.

#### **The role of Education Support Staff (ESS) to support inclusive practices**

• ESS are responsible for implementing the program developed by the teacher and adjusting the delivery to best support the needs of the students on the Program for Students with Disabilities..

• ESS are encouraged to develop regular communication between families of students they support. Communication is to be fed back to the teacher.

#### **Support from Service Providers**

• The school will access support from the region's Koorie Education Officer, School Nurse and Student Support Services Officer (SSSOs).

- The school will liaise with outside agencies to support students with a disability before their commencement at school.
- Where needed, the school will work with health professionals, such as speech therapists, occupational therapists, psychologists, the school nurse and paediatricians to support all students' needs.

### **Inclusion Support for Parents**

The school will support families by:

- accessing 'Child First', to assist families going through, but not limited to: separation, mental illness and economic or social disadvantage.
- utilising the interpreter service to support parents from diverse backgrounds.
- encouraging parents to celebrate diversity through our Multi-Cultural Day.
- inviting parents to perform and teach students traditional songs and dance at during the Multi-Cultural Day and weekly assemblies.
- inviting cultural groups to perform at the school from Springvale Neighbourhood House to celebrate the school's diversity.

### **REVIEW**

Policy to be reviewed in 2021

**Approved by School Council 18/9/2018**

Written by Policy and Curriculum Committee