POLICY: INCLUSION AND DIVERSITY

Help for non-English speakers
If you need help to understand this policy, please contact the office on 9702 2022.

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 regarding 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.
. 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 Brentwood Park.

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, gender identity, religion.

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).

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:

Inclusion and diversity

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

Our school is culturally diverse with 55.12% of families speaking a language other than English, with the largest groups being Sinhalese, Mandarin, Punjabi, Tamil, Hindi and Gujarati. The school also has representation from the Koorie community. We are proud of our diverse and inclusive community.

Brentwood Park 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 or disability so that they can participate, achieve and thrive at school.

We acknowledge 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. 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.

At Brentwood Park we:

- 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 (e.g. schools sports, concerts) 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.

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals or groups because of their personal attributes will not be tolerated. We will take appropriate measures, consistent with our *Student Wellbeing and Engagement, Student Wellbeing and Discipline* and *Bullying Prevention* policies to respond to students who demonstrate these behaviours at our school.

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:

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 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 who 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 Officers (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 *The Orange Door*, 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 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.

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

- Available publicly on our school's website
- Included in staff induction processes and staff training

RELATED POLICIES AND RESOURCES:
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
- Supports and Services
- Program for Students with Disabilities

POLICY REVIEW AND APPROVAL

Policy last reviewed	9/8/2022
Consultation	Consultation with school council and approved by School Council
Approved by	James Bell, principal
Next scheduled review date	August 2026