



## INCLUSION AND DIVERSITY POLICY 2022



### Help for non-English speakers

If you need help to understand the information in this policy please contact the Assistant Principals on 94496400.

## PURPOSE

The purpose of this policy is to explain Springside Primary School'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 Department policies apply to all staff at Springside Primary School.

## 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).

Springside Primary School 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.

Springside Primary School 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 Springside Primary School 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.

Springside Primary School 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.

### Commitment to Inclusive Education

Springside Primary School is an inclusive learning community that promotes learning respect, optimism, responsibility, and excellence. The school has a progressive culture of inclusion, whereby diversity is embraced and celebrated. Inclusion is everyone's responsibility and staff proactively collaborate around, and collectively accept responsibility for all 825 young people enrolled at Springside Primary School.

At Springside Primary School we are committed to providing our young people with an inclusive education so they can participate, achieve and thrive in school life. Our school has invested in inclusive educational opportunities that make our young people feel welcome, accepted and engaged with a strong focus on strength and abilities rather than challenges and disabilities.

At Springside we value and are guided by the Victorian SHARE Principles for Inclusive Education:

#### **S: Student-centred**

Inclusive education involves students, in collaboration with their peers and/or carers, in decision-making 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 strengths-based, 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.

Retrieved from:

<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/studentwithdisability.aspx#link80>

We acknowledge our legal obligations that include the provision of educational opportunities, duty of care, occupational health and safety, upholding of human rights, and the prevention of discrimination and make every intentional effort to ensure decisions about enrolment, participation, curriculum development, instruction, assessment and student wellbeing are aligned free from harassment and victimisation and comply with the Equal Opportunity Act 2010 (Vic), the Disability Discrimination Act 1992 (Cth) and also the Disability Standards for Education 2005 (Cth) (the Standards).

### **Inclusive Education at Springside 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
- Providing Multisensory Learning & Specialised Sporting Equipment: Springside has invested part of the Inclusive Education Boost funding into creating Springside's very own Sensory/Inclusion Hub. We have a planning team set up, organised whole school professional learning for staff, and will be seeking student and parent input - stay tuned for further developments. Other boost funding has been allocated to purchase specialised sports equipment for the PE department.
- Graduated School Leaders Professional Learning Program on School-wide Inclusive Practice: Specialised training to best support our students with disabilities, focusing particularly on autism has already commenced with our Regional Autism and Inclusion Consultant. We had a focus on building the capacity of staff to understand 'behaviour as communication'. What are our students trying to get/avoid and how we alter the triggers for better outcomes for all.
- Lead by a Substantive Principal who graduated with a Master of Learning Intervention (specialising in Disability) and an Assistant Principal who graduated with inclusion and wellbeing honours
- Provision of ongoing training is available with the Student Support Officers- one-on-one support provided to all staff and some group assessing and planning sessions bi-yearly
- Conducting ABLES assessments regularly completed and Individual Education Plans developed using the Victorian Curriculum providing purposeful personal learning progression and support
- Student Support Services accessed weekly for new referrals and support
- Sensory Garden partnering with Camp Australia designed and growing
- Access to all NDIS therapist on-site (for example, Psychologists, Occupational Therapists and Speech Therapists)
- 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 Spelling Mastery)
- Life Skills Programs - small group focus on real life skills such as cooking, shopping, and transport
- Specialist Setting visits for staff as part of professional learning and development
- Specialised staff training for students with medical needs
- Friendship Stop accessed by students at break times
- Extensive Early Transition Program
- Whole school Social & Emotional Learning Program
- School Wide Positive Behaviour Support implementation
- Whole school participation in the Nationally Consistent Collection of Disability Data
- Springside'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, Beyblades, chess, Lego, fidget toys and sports are also on offer. Staff support play through using visuals and prompts to teach waiting and turn-taking and explicitly teach

pro-social behaviours, such as losing gracefully and joining in non-preferred activities. Staff are able to use the space as a meeting area, whole-classes and Life Skills Group. OT sessions can also utilise the hub throughout the day. The timetable is regularly updated by students, for students.

- Springside Primary aims to provide Evidence-Based Practice to support all learners by introducing Structured Teaching based on TEACCH Intervention to meet the individual needs of learners
- Springside Primary is currently rolling out BoardMaker visuals, starting with the Educational Support staff across the school to support students with limited functional communication
- Springside Primary will launch Parent and Sibling Support Groups for families of students with disabilities

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals or groups because of their personal attributes will not be tolerated at Springside Primary School. We will take appropriate measures, consistent with our Student Engagement and Wellbeing policy 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**

Springside Primary School 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 Engagement and Wellbeing policy or contact The PSD coordinator on 94496400 for further information.

## **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
- 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**

- Bullying Prevention Policy
- Child Safety Policy
- Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Child safety risk register
- Complaints Policy
- Students' complaints procedure
- Duty of care policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Engagement and Wellbeing Policy
- Welfare Policy

- Visitors Policy
- Volunteers Policy
- Yard duty and supervision policy
- Recruitment policy
- Statement of Values and School Philosophy

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	June 2022
Consultation	Wellbeing team June 2022 Leadership team June 2022 School council June 2022
Approved by	Principal
Next scheduled review date	June 2026