



Inclusion and Diversity

POLICY

(includes Equal Opportunity and Sexual Harassment)

Purpose

The purpose of this policy is to explain Cardinia 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. Cardinia Primary School strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff. For staff, this policy should be read alongside the Department of Education and Training's 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 Cardinia Primary School.

Definition

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 – humiliating comments or actions about a person's disability.

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).

Implementation

- Cardinia 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.
- Cardinia 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 Cardinia 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.

- Cardinia 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 (e.g. school sports and 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; and
 - * respond to complaints and allegations appropriately and ensure that students are not victimised.
- Students with additional needs may have an Individual Education Plan (IEP) which may include academic, behaviour, social and emotional goals that are challenging but achievable and ensure success over the space of one term. An IEP outlines adaptations that are made to the student's program and goals that measure achievement over the space of one term. The IEP is discussed with parents at a meeting with the classroom teacher.
- Student Support Group (SSG) Meetings for all students funded under the Program for Students with Disabilities will be held 4 times or more a year. Attending the meeting may be parents/carers, Wellbeing Coordinator, classroom teacher and the student's aide. Other interested parties might also attend, for example, a speech therapist, a support person for the parents and/or the Principal.
- Occasionally a student may attend school on reduced hours to help him/her cope with the demands of school. This is considered to be a short term solution and it is aimed that the student return to full time schooling as soon as possible.
- The school will work with a Specialist School if a parent wishes their child to attend a mainstream school on a reduced time fraction.
- Students with additional educational needs may have a Snapshot and a Matrix, which are documents that outline the disability and how it impacts on the child and lists strategies and modifications which allow the students a sense of wellbeing and achievement at school. Each staff member has a copy of these documents.
- Transitions are supported at each level, including:
 - * Kinder students with additional needs have short extra transition sessions as well as regular transition days;
 - * The needs of students with disabilities and/or welfare concerns are communicated to the staff at the relevant secondary school. Depending on the secondary school, extra transition sessions may be arranged;
 - * Selected Year 6 students undergo a Transition into Secondary School program in second semester; and
 - * Successful transition from one year level to the next is a goal discussed with parents at the Term 4 SSG.

- 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 Cardinia Primary School. We will take appropriate measures, consistent with our *Student Wellbeing and Engagement* and *Bullying Prevention* policies to respond to students who demonstrate these behaviours at our school.
- Students who may have experienced 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

- Cardinia Primary School understands that it has legal obligations 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.
- For more information about support available for students with disabilities, and communicating with us in relation to a student's disability, please contact the school's Wellbeing Coordinator.

References

- *Student Wellbeing and Engagement Policy*
- *Statement of Values and School Philosophy Policy*
- *Bullying Prevention Policy*
- School Policy and Advisory Guide
 - * [Inclusive Education](#)
 - * [Koorie Education](#)
 - * [Teaching Aboriginal and Torres Strait Islander Culture](#)
 - * [Supports and Services](#)
 - * [Program for Students with Disabilities](#)
- 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.

Evaluation

This policy will be reviewed every three (3) years or as deemed necessary.

Ratified

As this is an operational policy, it is not required to be ratified by School Council.