

## STUDENT HEALTH, SAFETY, WELLBEING AND ENGAGEMENT

### Inclusion and Diversity Policy

#### PURPOSE

The purpose of this policy is to explain Springvale Rise 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. Springvale Rise 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 Springvale Rise 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:** 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).

##### Inclusion and diversity

Springvale Rise Primary School acknowledges and celebrates the diversity of backgrounds and experiences in our school community. We aspire to create an inclusive and respectful learning environment that nurtures, supports, inspires and challenges all members of the school community to achieve and celebrate their personal best within a culture of collaboration, shared responsibility and high expectations. Over 80% of the students at Springvale Rise Primary School have origins outside of Australia and a Language Background Other Than English, and very small proportion of these children are international students. Springvale Rise Primary School does 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.

Springvale Rise 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.

Springvale Rise Primary School will:

- celebrate the cultural and linguistic diversity within our school community
- 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, assemblies, incursions and excursion or any other special day) 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.

Springvale Rise Primary School delivers specific programs and initiatives in the classroom and across the school to celebrate the diversity of our school community and to help our students become resilient, accepting members of society. These underpin our core school values of:

- **Collaboration** – Working together to create something new and with a common goal in mind.
- **Excellence** – Empowering all members of the school community to achieve and celebrate their personal best within a culture of high expectations.
- **Resilience** – Bouncing back from difficulties or disappointments. Accepting challenges, trying hard and not giving up easily.
- **Respect** – Caring for, understanding, accepting and appreciating others and ourselves. Looking after our environment. Celebrating diversity – diversity of cultural background, diversity of religion, diversity of thinking. Honesty, integrity and consideration.

Springvale Rise Primary School has been involved in the Respectful Relationships program since 2019. The program is delivered throughout the school through weekly Social and Emotional lessons (SEL), with a focus on developing resilience in students, ensuring that they know their rights as young people and teaching about being respectful to all. In addition to the Respectful Relationship program, staff are trained in Restorative Practice and run daily Circle Time to build and maintain strong relationships with all students. In 2021 the school also introduced the Zones of Regulation as a common language used to develop the student's emotional literacy skills that enable them to identify and articulate feelings in both themselves and others. These programs and practices ensure our classrooms are safe and inclusive learning environments for all students.

There are a number of Multicultural Education Aides (MEAs) on staff that support students with their English development and to provide translation for families in various ways, including parent teacher interviews, enrolments and other office support, SSGs and meetings with teachers. They are an invaluable link between community and school.

Annual events such as Harmony Day provide the opportunity for the school community to share their culture, including traditions and practices. In 2019 the school began the Multi-Cultural Kitchen Garden Program through which the students learn to grow vegetables and prepare meals from all over the world, with recipes sourced from our community members.

Springvale Rise Primary School's Community Hub collaborates with a variety of partnering organisations to ensure a suite of programs customised to the needs of the local community are offered throughout the year. The Hub provides opportunities for families to make connections with others, learn new skills and build confidence with the school.

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 Springvale Rise 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 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.

Restorative practices will form the framework for supporting those who may be victims of such discrimination and to assist perpetrators to learn the impact of their actions.

## Reasonable adjustments for students with disabilities

Springvale Rise 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. This support will usually be documented through an Individual Education Plan. Our school may consult through Student Support Group (SSG) 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 Student Wellbeing team via the school office for further information.

## FURTHER INFORMATION AND RESOURCES

Further information can be found in the additional policies which are available on the [school website](#):

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement policy
- 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:

- [Students with Disability](#)
- [Koorie Education](#)

# SPRINGVALE RISE PRIMARY SCHOOL



- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Program for Students with Disabilities](#)

## REVIEW CYCLE

This policy was last updated in April 2021 and is scheduled for review prior to the next school review, or if guidelines change.