



Moe (South Street) Primary School

'Be SAFE Be RESPECTFUL Be a LEARNER'



Inclusion and Diversity

PURPOSE

The purpose of this policy is to explain South Street Primary's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. South Street Primary 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 South Street Primary.

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

In 2019 Moe (South Street) Primary School had an enrolment of 340 students (15 grades) and is located within the township of Moe, in Gippsland. This land is the traditional land of the Braiakaulung people of the Gunaikurnai nation.

The school is an active member of the Latrobe Valley network in the Gippsland Region. We had 29 PSD (Program for Students with Disabilities) students and 32 Koori students.

Our Mission is for:

Students, Teachers and Parents to develop a strong partnership that displays mutual respect and trust to provide a stimulating learning environment that meets the academic, social and emotional needs of all students.

Our Vision is:

At South Street Primary School we grow people who:

Are creative, curious and independent learners.

Are resilient and problem solve when faced with challenges.

Respect and care about themselves, each other and the world in which we live.

Our Values are:

Be Safe, Be a Learner and Be Respectful.

South Street Primary 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.

South Street Primary 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 South Street Primary 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.

South Street Primary 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, excursions and camps) 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.

The programs that we use to support inclusion and diversity are:

- Positive Behaviours for Learning (PB4L) – PB4L builds a culture where positive behaviour and learning is based on whole school expectations and individual children when needed.
- Zones of Regulation - The Zones is a systematic, cognitive behavioural approach used to teach others to self-regulate their needs as well as their emotions and impulses in order to meet the demands of the environment and be successful socially.
- Program for students with Disability - The Program for Students with Disabilities (PSD) is one of the supports available to help schools meet the needs of eligible students with disability and high needs.
- Koori Education – We have established a Koori Inclusion Team (KIT). Koori students are able to identify with their culture and the origins of their culture.

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 South Street Primary. We will take appropriate measures, consistent with our *Student Wellbeing and Engagement* and *Bullying* 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

South Street Primary 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 Wellbeing and Engagement* policy] or contact the PSD Coordinator for further information.

RELATED POLICIES AND RESOURCES

Student Wellbeing and Engagement, *Statement of Values* and *Bullying Prevention* policies see Website or Sentral

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 School Policy and Advisory Guide are:

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

REVIEW PERIOD

This policy was last updated on 20/10/2020



1: RESPONDING TO AN EMERGENCY

If there is no immediate risk go to action 2.

If a child is at immediate risk of harm. This must be report to **Jamie Tactor, Allison Luxford, Sandi Kilpatrick, Brooke Chatterton**

The school **must** ensure their safety by:
separating alleged victims and others involved
administering first aid
calling **000 for urgent medical and/or police assistance** to respond to immediate health or safety concerns
identifying a contact person at the school for future liaison with Police.
Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

South Street Primary School Mandatory Reporting Process Map

2: REPORTING TO AUTHORITIES/ REFERRING TO SERVICES

When a student or parents makes a disclosure of child abuse, sexual abuse, family violence, drug use or criminal activity.

Staff must report this disclosure to:

Brooke Chatterton. If Brooke is unavailable or absent then Allison Luxford, Jamie Tactor, Sandi Kilpatrick. In that order. The disclosure only needs to be reported to one person.

All staff must document the disclosure. Staff must listen to the disclosure without probing the student/parent as this can lead to ramifications down the track.

It is important that after the disclosure is made that you tell the student/parent that you have a responsibly to report this to a safe person.

Once you have made the report to the appropriate staff member. This matter will be followed up with the student/parent who made the disclosure. A report/referral will be made to the appropriate service. E.g. Child Protection, Victoria Police.
Confidentiality must be kept at all time.

3: CONTACTING PARENTS/CARERS

Contact with parents/carers **will only be made if seemed fit by the appropriate service.**
Jamie Tactor, Allison Luxford, Sandi Kilpatrick, Brooke Chatterton will make contact if required.

4: PROVIDING ONGOING SUPPORT

The school must provide support for students impacted by abuse. This may include a Student support plan.
Strategies may include a safety plan, direct referral to wellbeing/ professionals and support.

Every time you become aware of a further instance or risk of abuse/disclosure you must make a new report. Following the process map.