



## PURPOSE

The purpose of this policy is explain Kew East 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. Kew East Primary School (KEPS) strives to provide a safe, inclusive and supportive school environment for all students and members of our school community.

## POLICY GUIDELINES

- This policy applies to the whole school community, including staff, students, parents, school council members, contractors and volunteers.
- This policy applies to:
  - education (teaching and learning, enrolment, student management, student services, curriculum development and delivery)
  - the provision of goods and services (extracurricular activities, camps, excursions, parent-teacher interviews, access to facilities, school events outside school hours)
  - school sport
  - employment at the school (recruitment, allocation of duties, employment conditions, access to benefits such as training, promotion and leave). Note that staff are also bound by whole of Department Respectful Workplaces policies, including Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying.

## 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).



### Inclusion and diversity

- KEPS 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 (including Aboriginal and Torres Strait Islanders), language, religious beliefs, gender identity, disability or sexual orientation so that they can participate, achieve and thrive at school.
- KEPS 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 KEPS 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.
- **Kew East Primary School will:**
  - ensure that all students and members of our school community are treated with respect and dignity
  - ensure that students are not discriminated against unlawfully and where necessary, are accommodated to participate in education and all school activities (e.g. schools sports, excursions/incursions, camps, musical productions and other extra curricular activities) 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 because of their personal attributes will not be tolerated in our school community. 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.
- Kew East Primary School will take appropriate measures, consistent with its *Student Engagement and Wellbeing and Bullying Prevention and Response* policies to respond to inappropriate behaviour or harassment at our school. Students who are involved in bullying or harassing others on the basis of their personal attributes will be supported to understand the impact of their behaviour.
- Kew East Primary School is committed to implementing the SHARE Principles- Student Centred, Human Rights focussed, Acknowledges Strengths, Respects Legal Obligations, Evidence Based.

### Reasonable Adjustments for Students with Disabilities

- Kew East 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 all students to participate in their education on the same basis as their peers. Reasonable adjustments are most often made at no (or low) monetary cost, by adapting learning experiences to better suit the students' need.

**POLICY IMPLEMENTATION**

- 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.
- Ultimately, the level of adjustment implemented for a student for their educational need is the decision of the Principal, after having consulted relevant parties.
- 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.
- New staff will participate in an induction program that will include the exploration of our Inclusion and Diversity Policy and Practices, including their legal obligations.
- Staff will engage in professional learning opportunities to develop their knowledge and skills of inclusive education.
- Classroom and specialist teachers will differentiate the curriculum to support the diverse range of needs in their classroom using evidence based approaches.
- Classroom teachers will develop, monitor and evaluate Individual Learning Plans for students with special needs and students with disabilities. Such plans will include the reasonable adjustments to be made and these will be communicated to appropriate parties (parents, carers, student welfare coordinator, teachers, education support staff, etc.).
- Staff will draw upon DET developed and recommended resources and tools, such as, AMAZE and SPELD; and DET personnel, such as, Student Support Services (SSS) and Visiting Teachers.
- Specialised equipment and assistive technologies may be provided based on student needs and evidence-based practices.
- School assemblies and classroom meetings will celebrate and discuss our National Diversity and Awareness Days.
- Staff will analyse our Student Attitudes to School Survey results, Staff Opinion Survey results and Parent Opinion Survey results to identify areas to further enhance our school's inclusive culture, in a timely manner.
- Staff will complete the Nationally Consistent Collection of Data requirements in August each year.

**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 School Policy and Advisory Guide 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](#)

**EVALUATION**

This policy is mandatory in Victorian Government schools and was last updated in July 2021. It is scheduled for review in 2025.