



INCLUSION AND DIVERSITY

Includes Equal Opportunity and Sexual Harassment



If you need help to understand the information in this policy, please contact the school on 9547 1224

PURPOSE

The purpose of this policy is to explain Athol Road Primary School works to make sure every member of our school community is treated with respect and dignity, regardless of their background or personal attributes. This policy should be read alongside the following department policies:

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 whole of Department policies apply to all staff at Athol Road Primary School

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) have 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

Athol Road Primary School strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff.

Athol Road 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.

Athol Road 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 Athol Road 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.

Athol Road Primary School:

- actively nurtures and promotes a culture where everyone is treated with respect and dignity
- ensures 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, etc.) on the same basis as their peers

- acknowledges and responds to the diverse needs, identities and strengths of all students
- encourages empathy and fairness towards others
- challenges stereotypes that promote prejudicial and biased behaviours and practices
- contributes to positive learning, engagement and wellbeing outcomes for students
- responds to complaints and allegations appropriately and ensures that students are not victimised.

IMPLEMENTATION

The role of leadership in supporting inclusive practices:

- The school curriculum, leadership and management practices will promote and affirm principles of inclusion
- Learning experiences will recognise, value and build on students' backgrounds and experiences.
- The implementation of the DE Respectful Relationship initiative to reinforce inclusive practices
- All groups who are affected by decision-making outcomes will:
 - be consulted
 - be represented as members of decision-making bodies
 - will have their input treated fairly
 - will benefit from decision-making processes and outcomes that are meritorious and non-racist
- Applications for funding to support students with additional needs will be completed in a timely manner through the Disability Inclusion (DI) process, where eligibility criteria are met
- Student Support Group (SSG) meetings, an integral part of supporting students with disability or imputed disability, will occur each term and include the child's teacher, parents/carers, and principal or nominee. Other relevant staff may be invited, such as education support staff, school-based Allied Health staff, and Student Support Services staff
- Teachers will be supported to create personalised individual education plans (IEPs) ensuring that goals are Specific, Measurable, Achievable, Relevant and Time bound
- Appropriate professional development will be made available to teachers, school leadership, education support staff, and members of the school-based Allied Health team and, where possible, to the broader school community
- As particular needs are identified, appropriate resources will be sought and reasonable adjustments to teaching and learning will be implemented to ensure the school can continue to meet the needs of each student. These may include written materials and texts, physical resources within learning spaces, and targeted professional learning for staff
- Celebration of diversity will be encouraged and promoted
- Eligible newly arrived students from another country who are recognised as being non English speaking will be referred to the English Language School
- Students supported through the Program for Students with Disabilities (PSD) and Disability Inclusion (DI) will be included in induction information for new staff and Casual Relief Teachers. Information regarding their learning needs and reasonable adjustments will be made available in Casual Relief Teacher folders to support continuity of practice and inclusive teaching

The role of the teacher to support inclusive practices:

- All staff will model culturally inclusive behaviour and report to the principal any behaviour that appears racist, discriminatory, prejudiced or culturally biased
- Multiculturalism will be celebrated through:
 - Whole school multicultural events which showcase our various community cultures
 - Visiting artists from a variety of cultural/linguistic backgrounds
 - Parents being invited to participate in school activities, excursions and committees
- Essential notices, newsletters, student reports, permission forms, etc. will be provided in languages consistent with the needs of community members
- Interpreters will be arranged for interviews and meetings, as required
- As particular needs are identified, appropriate resources will be sought and spaces created so that the school can continue to meet the needs of each child
- While teachers are responsible for program development, input will be sought from the family and other key stakeholders
- Opportunities for discussion with all students in the home group/learning space will be encouraged to facilitate greater understanding and respect

- An individualised learning environment will be established to cater for students with additional learning needs in the form of visuals, sensory equipment, brain breaks in between learning, wheelchair access, slope boards for writing, sensory tools, flexible seating options, noise cancelling headphones, if required
- Accommodations such as the use of computer technology and safety measures which support visually impaired students will be put in place to minimise any foreseeable injury
- Teachers will be encouraged to access the school's variety of resources on inclusion for staff in the form of written materials and books, physical materials in classrooms and professional development
- Individual education plans must be developed and reviewed regularly for the following students:
 - Aboriginal and Torres Strait Islanders
 - Students who are funded under the Program for Students with Disabilities
 - Students in Out of Home Care
- Adjustments will be made to school activities e.g. school camps, excursions, performances and specialist programs to enable access for every student
- Every student will be provided with a curriculum at their level of learning. This may include the Victorian Curriculum, the Abilities Based Learning and Education Support (ABLES) curriculum, or the EAL curriculum, informed by school-based assessment and professional recommendations
- Designated teachers will review recommendations by professionals for students for which they are responsible
- Teachers are encouraged to develop regular communication between families of students they support

The role of Education Support Staff (ES) to support inclusive practices

- Education Support Staff (ES) are responsible for implementing the program developed by the teacher and adjusting the delivery to best support the needs of the student
- ES are encouraged to develop regular communication between families of students they support
- Communication is to be fed back to the teacher

Support from Service Providers

- The school will access support from the regional Disability Inclusion team, including Disability Inclusion Coordinators and Student Support Services Officers (SSSOs) within the South Eastern Victoria Region (SEVR), comprising psychologists, speech pathologists, social workers and visiting teachers, to support planning, adjustments and inclusive practices.
- The school will liaise with Early Childhood services to support students with disability or additional needs during transition into school and throughout their schooling.
- The school has an established school-based Allied Health team, including speech pathologists, occupational therapists and psychologists, who work in partnership with teachers and education support staff to build staff capability and implement targeted supports that enhance student learning, wellbeing and engagement.
- The school works in partnership with external Allied Health professionals and other services, including paediatricians and the Department of Education school nurse, and maintains an NDIS provider agreement to support coordinated and consistent approaches for students accessing NDIS-funded supports.
- The school will utilise a range of internal and external services, as appropriate, to support students' individual needs and promote access, participation and inclusion across the school setting.

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals because of their personal attributes is not tolerated at Athol Road Primary School. We will take appropriate measures, consistent with its 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.

Reasonable adjustments for students with disabilities

Athol Road Primary School also understands that it has a special 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 in accordance with the department's [Students with Disability Policy](#). Reasonable adjustments are made for students with disabilities in consultation with the student, their parents or carers, their teachers, school Allied Health staff 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 school on 9547 1224 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
- 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

The following school policies are relevant to this policy:

- [Student Engagement and Wellbeing Policy](#)
- [Bullying Prevention 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:

- [Child Safe Standards](#)
- [Disability Inclusion Funding and Support](#)
- [Disability Inclusion Profile](#)
- [Equal Opportunity and Human Rights - Students](#)
- [Koorie Education](#)
- [Languages and Multicultural Education Resource Centre \(LMERC\)](#)
- [LGBTQIA+ Student Support](#)
- [Preventing and Addressing Racism in Schools](#)
- [Refugee Education Support Initiatives](#)
- [Safe Schools](#)
- [Schools - culturally safe environments guidance](#)
- [Student Wellbeing and Engagement](#)
- [Student Leaders for Multicultural Inclusion](#)
- [Students with Disability](#)

POLICY REVIEW AND APPROVAL

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| Policy last reviewed | April 2026 |
| Approved by | Principal |
| Next scheduled review date | April 2029 |