

INCLUSION AND DIVERSITY POLICY (includes Equal Opportunity and Sexual Harassment)



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office

PURPOSE

The purpose of this policy is to explain Pearcedale 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. 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 Pearcedale 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: 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

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

One of Victoria's most community-connected schools, Pearcedale Primary is located in a semi-rural setting on the edge of the Mornington Peninsula. The school was established in 1908. The leadership team comprises a Principal, 3 Assistant Principals and 4 Learning specialists. The school also hosts the Pearcedale Facility for Deaf and Hard of Hearing Students, comprising of students with moderate to profound hearing loss. These students are integrated into the school program and receive listening, speech and language training and support from Facility staff. The school offers a holistic approach to education that recognises the diverse needs of its students and the importance of tailoring teaching and learning to enable students to reach their potential. It also acknowledges the importance of an organised and effective approach to ensuring that the wellbeing needs of all students are met. Pearcedale is a "Be You" school and students have targeted welfare lessons at least once a week. A part time psychologist additionally undertook support programs for a range of student needs eg Seasons for Growth. The school community takes great pride in the environment and facilities of the school. The school has committed substantial funding into resourcing and implementing up to date technologies throughout the school. It is highly anticipated that continued growth and development in this area will remain a priority for the school. The specialist areas of Performing Arts, Physical Education, Science, Visual Arts, Auslan and Digital Technologies are a feature of the school. The combination of purpose built teaching spaces, great resources and highly skilled specialist teaching staff has contributed to the success and recognition of these programs. We are an accredited Professional Learning Community school. The focus of Professional Learning Communities is on:

- Ensuring that Students Learn,
- A Culture of Collaboration and
- A Focus on Results.

This has brought about significant change to the way in which professional learning teams plan, deliver and assess the curriculum. In keeping with the school's Motto of "TEAM", the culture of collaboration is now well embedded into the school. All teams work together to ensure that all the students in their grade level are involved in the best learning environments. There is a shared

responsibility for all students in a year level. A significant part of being a PLC is ongoing research into optimising the learning for students. As a result of being a PLC, the school has researched and implemented new programs which are having a great deal of success. The school has committed resources to ensuring that timely and targeted interventions are embedded into the weekly timetable to ensure success for all students. In 2020 an Intervention Team continued to systematically and regularly withdraw students for short periods of time to provide targeted intervention. The school also prides itself on providing a welcoming, caring and friendly environment. Parent participation is actively encouraged and the school community is seen as an integral part of the school. Teams and committees meet on a regular basis and report back at staff meetings. All areas of the school have representation on these committees and all staff members are expected to represent their team on one or more of the committees. Our school is well supported by active and energetic School Council. Pearcedale Primary School provides a progressive, safe and happy learning environment, which encourages children, staff and families to all play an active role in the process of education

Pearcedale 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.

Pearcedale 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 Pearcedale 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.

Pearcedale 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 (eg schools sports, concerts etc 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 or groups because of their personal attributes will not be tolerated at Pearcedale Primary School. 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

Pearcedale 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. 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 eg: *Student Wellbeing and Engagement* policy or contact the school office 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
- Discussed at annual staff briefings/meetings
- Reminders in our school newsletter
- Hard copy available from school administration upon request

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 Department's Policy and Advisory Library 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](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2022
Consultation	Principal and School Council
Approved by	Principal and School Council

Next scheduled review date	August 2025
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