



INCLUSION AND DIVERSITY POLICY

(Includes Equal Opportunity and Sexual Harassment)

Purpose

The purpose of this policy is to explain Rosanna Golf Links 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 Rosanna Golf Links 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).

Aboriginal: this term includes Aboriginal and Torres Strait Islander peoples. It is important to be respectful of how individual children, students, their families and community refer to themselves, and use appropriate language.

Inclusion and diversity

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

Rosanna Golf Links 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.

Rosanna Golf Links 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 Rosanna Golf Links 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.

Rosanna Golf Links 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, High Ability Programs, Graduation, excursions, incursions, Student Leadership roles) 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
- ensure that a child or student's ability to express their culture and enjoy their cultural rights is encouraged and actively supported
- ensure staff, students, volunteers, and the school community are equipped to acknowledge and appreciate the strengths of Aboriginal culture and its importance to the wellbeing and safety of Aboriginal students
- put measures in place to ensure racism is identified, confronted and not tolerated, and any instances of racism are addressed with appropriate consequences
- actively support for the participation and inclusion of Aboriginal children and students and their families.

The Rosanna Golf Links Deaf Facility, established in 1996, is an example of our commitment to inclusion and diversity, as it provides children with support and access to programs that meet their individual needs and allows them to achieve educational success and independence within an inclusive setting.

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 Rosanna Golf Links 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.

Bullying, harassment 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. Students that are involved in bullying or harassing others will be supported to understand the impact of their behaviour on others.

Reasonable adjustments for students with disabilities

Rosanna Golf Links 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 also 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 Thom Jackson (Deaf Facility Coordinator) for further information.

To support our students with additional needs:

- For students that need it, an SSG meeting is held at least once per term, and actively engages the student and parent in the learning process. An Individual Learning Improvement Plan (ILIP) is drafted which helps identify a particular students' strengths, challenges and interests to form a learning profile, and discussed at the SSG meeting.
- Team Around the Learner (TAL) meetings are designed to assist students who need additional support and/or present with behavioural/social/emotional difficulties. The focus is on making sure the needs of the learner are met and sustained, so meetings are flexible and scheduled by the school on a needs-basis. A Management Plan may be written to support students by highlighting specific goals in individual areas of need.

For more information about support available for students with disabilities, please refer to the Department's Program for Students with Disabilities guidelines for more information via the link below:

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx>

Communication

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Available publicly on Compass (under School Documentation – RGLPS Policies)
- Included in staff induction processes and staff training
- Discussed at annual staff briefings/meetings
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter

Related Policies and Resources

These RGLPS policies are available on Compass (under School Documentation) and on the RGLPS Website.

- [RGLPS Student Wellbeing and Engagement](#)
- [RGLPS Statement of Values and School Philosophy](#)

- [RGLPS Bullying Prevention](#)

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

This policy was endorsed by the RGLPS School Council and will be reviewed every 3-4 years, as part of the RGLPS Review Cycle.

Policy last reviewed	11.8.2022
Approved by	Kirrily Lamers - Principal
Next scheduled review date	11.8.2026