



McKinnon Primary School

Inclusion and Diversity Policy

(Includes Equal Opportunity and Harassment)

1. PURPOSE

1.1. The purpose of this policy is to explain McKinnon 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. McKinnon Primary School 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 McKinnon Primary School.

2. Definitions

- 2.1. *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.
- 2.2. *Direct discrimination*: unfavourable treatment because of a person's protected attribute.
- 2.3. *Indirect discrimination*: imposing an unreasonable requirement, condition or practice that disadvantages a person or group of people with a protected attribute
- 2.4. *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.
- 2.5. *Disability harassment*: humiliating comments or actions about a person's disability.
- 2.6. *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.
- 2.7. *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).

3. Inclusion and diversity

- 3.1. McKinnon Primary School is a diverse community with students speaking 42 different mother-tongue languages at home and we welcome and cater for many students with a range of identified needs and disabilities. To this end, we are committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community.
- 3.2. As an International Baccalaureate school teaching the Primary Years' Program, we work continually to:
- 3.2.1. Foster the qualities of global citizens within all our students
- 3.2.2. Explore multiple perspectives with students helping them to see that *people with their differences can also be right*, as stated in the International Baccalaureate mission statement.
- 3.2.3. Celebrate diversity



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- 3.2.4. Support and celebrate students' mother-tongue language
- 3.2.5. Promote the concept of 'taking action' to students and the importance of standing up for what is right
- 3.3. As part of the International Baccalaureate (IB) we aim for all students to reach their potential and **'to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect'**.
- 3.4. McKinnon 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.
- 3.5. McKinnon 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 McKinnon 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.
 - 3.5.1. McKinnon Primary School will:
 - 3.5.1.1. Actively nurture and promote a culture where everyone is treated with respect and dignity
 - 3.5.1.2. Ensure 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. school sports, concerts) on the same basis as their peers
 - 3.5.1.3. Acknowledge and respond to the diverse needs, identities and strengths of all students
 - 3.5.1.4. Encourage empathy and fairness towards others
 - 3.5.1.5. Contribute to positive learning, engagement and wellbeing outcomes for student promoting the school wide expectations of: *Be Safe, Be Respectful, Be Caring and Be a Learner*
 - 3.5.1.6. Challenge stereotypes that promote prejudicial and biased behaviours and practices
 - 3.5.1.7. Respond to complaints and allegations appropriately and ensure that students are not victimised.
- 3.6. 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 McKinnon 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.
- 3.7. Students or other community members 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.
- 3.8. Students that are involved in bullying or harassing others on the basis of their personal attributes will be supported to understand the impact of their behaviour. The school promotes



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the use of Restorative Practices to help students understand their impact, give an opportunity for all parties to feel heard and to provide opportunities for things to be set right.

- 3.9. Examples of Restorative Questions include: ***What happened? Who has been hurt? How can we fix it?*** We also ask ***What could you do next time?*** A set longer set of questions may also be used in some cases depending on students' age and other factors of the incident.

4. Reasonable adjustments for students with disabilities

- 4.1. McKinnon 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 *Student Wellbeing and Engagement and Inclusion* policy or contact the Assistant Principal at the school in charge of coordinating the Program for Students with Disabilities for further information.

5. RELATED POLICIES AND RESOURCES

- 5.1. Student Wellbeing, Engagement and Inclusion
 5.2. Statement of Values
 5.3. Bullying Prevention
- 5.4. 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.
- 5.5. Other relevant Department policies and resources on the School Policy and Advisory Guide are:
- 5.5.1. Inclusive Education
 - 5.5.2. Koorie Education
 - 5.5.3. Teaching Aboriginal and Torres Strait Islander Culture
 - 5.5.4. Safe Schools
 - 5.5.5. Supports and Services
 - 5.5.6. Program for Students with Disabilities

6. Evaluation and Review

- 6.1. The section states the time period that School Council will conduct a review of the Policy; either annually or every 3 years as determined by School Council or DET guidelines.
 6.2. All policies will be available to the community via the Compass portal.

7. Revision and approval history

The section records the history and review of each policy.

Date	Reviewed by	Description of outcome	Council Approval date
February 2020	Education Sub-Committee	Approved	11 th February 2020
February 2020	School Council	Approved	17 th February 2020