**NARRE WARREN NORTH PRIMARY SCHOOL**

Inclusion and Diversity Policy

**RATIONALE**

Narre Warren North 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.

Narre Warren North Primary School acknowledges and celebrates the diversity of backgrounds including those of Aboriginal and Torres Strait Islander background, and experiences in our school community and we will not tolerate behaviours, language or practices that label, stereotype or demean others.

**Purpose**

The purpose of this policy is explain Narre Warren North 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. Our school strives to provide a safe, inclusive and supportive school environment for all students and members of our school community.

Narre Warren North Primary School is committed to child safety and establishing and maintaining child safe and child friendly environments where all children are valued and feel safe. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently through our policies and procedures.

### **Definition:**

*Personal attribute*: a feature of a person’s background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation. For example: race, disability, sex, sexual orientation, gender identity, religion etc.

**Victorian SHARE Principles for Inclusive Education**

The following principles provide guidance for all members of the school community on the main features of inclusive education.

***S: Student-centred***

Inclusive education involves students, in collaboration with their peers and/or carers, in decision-making processes as respected partners in education.

***H: Human rights focused***

Inclusive education is supported by and is the realisation of a human rights based approach to education. International human rights principles and Victoria’s Charter of Human Rights and Responsibilities Act 2006 provide a framework for every Victorian to be treated with dignity and respect and to enjoy their human rights without discrimination.

***A: Acknowledges strengths***

Inclusive education recognises that each child and young person is unique. It focuses on a strengths-based, personalised approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

***R: Respects legal obligations***

Inclusive education enables schools to uphold legal obligations to make reasonable adjustments for all students with disabilities. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

***E: Evidence-based***

Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes.

**GUIDELINES FOR ACTION**

1. We will:
* ensure that all students and members of our school community are treated with respect and dignity
* ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities (e.g. school’s sporting events, concerts, special 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.
1. 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.
2. We will take appropriate measures, consistent with our Student Wellbeing and Engagement Policy, Anti-Bullying Policy, Statement of Values, Child Safety Policy and Code of Conduct to respond to discriminatory behaviour or harassment at our school.
3. We will 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 will be made for students with disabilities through our Student Support Group (SSG) processes in consultation with the student, their parents or carers, their teachers, integration aides and if appropriate, their treating practitioners.
4. Staff will complete the online professional learning on the Disabilities Standards annually. <https://dse.theeducationinstitute.edu.au/login/index.php>
5. This policy is to be read in conjunction with DET guidelines in the School Policy and Advisory Guide as follows:

[Inclusive Education](http://www.education.vic.gov.au/school/principals/spag/participation/Pages/studentswithdisability.aspx)

[Koorie Education](http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/koorie.aspx)

[Teaching Aboriginal and Torres Strait Islander Culture](http://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieculture.aspx)

[Safe Schools](http://www.education.vic.gov.au/about/programs/health/Pages/safe-schools-coalition.aspx?Redirect=1#link8)

[Supports and Services](http://www.education.vic.gov.au/school/parents/needs/Pages/supportservices.aspx)

[Program for Students with Disabilities](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx)

[Marrung Aboriginal Education Plan 2016-2026](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx)

1. This policy will be reviewed every 3 years and/or following incidents if they occur.

Policy developed: 28th August 2018

Ratified by School Council: 9th October 2018