

Albert Park Primary School Inclusion and Diversity Policy

This policy applies to all Victorian Government Schools and reflects legal obligations and Department requirements.

RATIONALE

Inclusion and diversity

Albert Park 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.

APPS 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.

PURPOSE

Albert Park Primary School's (APPS) commitment to ensuring that every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Albert Park Primary School strives to provide a safe, inclusive and supportive school environment for all students and members of our school community.

POLICY

Definitions

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.

GUIDELINES

APPS understands that it has a special obligation to make reasonable adjustments to accommodate students with disabilities, race, language, religious beliefs, gender identity or sexual orientation. 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 processes in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners. For more information about support available for students with disabilities, please refer to our school's *Student Engagement and Wellbeing* policy or contact the office 9699 9090 for further information.

IMPLEMENTATION

APPS will:

- ensure that all students and members of our school community are treated with respect and dignity

Be Kind and Fair

Act Safely

Respect Everyone's Rights

One Voice at a Time

Keep Trying

- ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities (e.g. school sports, concerts, camps, excursions & incursions) 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 all students
- provide equal opportunity to all members of the school community
- provide an environment that is safe and secure
- develop a sense of community.

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.

APPS will take appropriate measures, consistent with its *Student Engagement & Wellbeing* policy to respond to discriminatory behaviour or harassment at our school. The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of the School's approach to prevention is teaching positive behaviours, planning for behaviours, and the use logical consequences to address appropriate and inappropriate behaviour.

We support each other to elevate student behaviour restoratively:

- Teachers proactively speak to positive and negative behaviours using Affective Statements.
- Teachers are supported by Leadership to embed restorative language in practice.
- From time to time, teachers need to send students from the room with a view to later repairing the harm caused.
- When removed, students will be exposed to affective interactions facilitated by available school leaders.
- School leaders look for ways to release teachers to repair student-teacher relationship issues as a first response.
- We look for ways to include parents in both the positive and negative behaviour patterns of their children.
- We use restorative conferences to return our students from any internal or external suspension that might be required.
- We solve all problems restoratively, through the lens of tailored high expectations and high support
- We are embedding the basic restorative tenets of focusing on HARM and RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.

RELATED POLICIES AND RESOURCES

APPS link to Student Engagement and Wellbeing Policy:

<http://www.albertparkps.vic.edu.au/index.php/about-apps/policies>

School Policy and Advisory Guide:

- [Inclusive Education](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Program for Students with Disabilities](#)

Signed: December 2018

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