

Inclusion and Diversity Policy

1. RATIONALE

Templestowe 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.

Templestowe Park 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 Templestowe Park 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.

2. GOAL

- 2.1 To explain Templestowe Park 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. Templestowe Park 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 Templestowe Park Primary School.

3. IMPLEMENTATION

3.1 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: humiliating comments or actions about a person's disability.

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).

3.2 Inclusion and Diversity

Templestowe Park Primary School will:

- Actively nurture and promote a culture where everyone is 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 (eg school sports, concerts, special lunches) 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.

- 3.3 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 Templestowe Park 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.

- 3.4 Templestowe Park Primary School will take appropriate measures, consistent with its Student Wellbeing and Engagement and Bullying policies to respond to discriminatory behaviour or harassment at our school.

- 3.5 Templestowe Park 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 policy and our Child Safe policy.

4. RELATED POLICIES AND RESOURCES

School Policy and Advisory Guide (DET):

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

Templestowe Park Primary School's Supporting Policies:

- Student Wellbeing and Engagement
- Statement of Values and School Philosophy
- Child Safe @ TPPS
- Anti Bullying

5. EVALUATION

This policy will be reviewed by staff and the Education Sub Committee as part of the school's policy review process.

This policy was last reviewed by staff and the Education Sub Committee in June 2020 and is scheduled for review in June 2022.