



Inclusion & Diversity Policy



Help for non-English speakers If you need help to understand the information in this policy, please contact the school office on 8401 3791.

Purpose

The purpose of this policy is to explain Epping Views Primary School 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 Epping Views 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.

Gender discrimination: to discriminate against a person on the grounds of their sexual orientation, gender identity or intersex status.

Gender identity: Gender identity is defined in legislation as meaning the gender-related identity, appearance, mannerisms or other gender-related characteristics of a person (whether by way of medical intervention or not) with or without regard to the person's assigned sex at birth.

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).

Inclusion and diversity

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

Epping Views 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.

Epping Views 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 Epping Views 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.

Epping Views 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 e.g. school sports, concerts, 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.

Epping Views Primary School will ensure that all students, staff, school policies, procedures, systems and structures actively promote gender equality. We also seek to expose and redress gender inequities in our school culture and environment. Students and staff are responsible for promoting gender equity and modelling respectful relationships. All staff and students will be held accountable if they use language and/or demonstrate behaviour that:

- Promotes unequal power relations between men and women.
- Perpetuates harmful gender stereotypes.
- Condone violence against women, men and children.

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 Epping Views 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.

Teaching and Learning

Taking a whole-school approach is about embedding a culture of respect and equality across an entire school community, from our classrooms to staff rooms, sporting fields, fetes and social events. This approach leads to positive impacts on students' academic outcomes, mental health, classroom behaviour, and relationships between teachers.

Epping Views Primary School is committed to supporting all members of our school community to model Respectful Relationships. This informs classroom practice through the Rights, Resilience and Respectful Relationships Program.

Epping Views Primary School's Rights, Resilience and Respectful Relationships Program:

- Clearly sets out and models expected behaviours for students and staff.
- Recognises how gendered social dynamics and norms can influence student behaviour.
- Gives staff tools to engage student(s) in challenging gender stereotypes.
- Gives staff tools to identify and respond to dominating or disruptive behaviours so they do not inhibit the learning of other students.

Epping Views Primary School also commits to supporting all staff to fulfil their obligations under the Equal Opportunity Act 2010. We will do this by;

- Providing the necessary professional development to fulfil these obligations.
- Explicitly promoting gender equality in their teaching practices within their engagement of students both in and outside the classroom.

Epping Views Primary School will also ensure adequate support and professional development is provided to staff across various key learning areas to select, review and deliver curriculum that:

- Represents the range of experience, knowledge, skills and aspirations of all people.
- Provides opportunities for students to understand, identify and challenge gender inequality, harassment, discrimination, gender stereotypes and violence against women, men and children.

Reasonable adjustments for students with disabilities

Epping Views 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 or contact the Student Engagement & Wellbeing Assistant Principal for further information.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Reminders in our school newsletter
- Hard copy available from school administration upon request

Related policies and procedures

[EVPS Policies](#)

- *Student Wellbeing and Engagement*
- *Statement of Values* and
- *Bullying Prevention* policies

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

Policy last reviewed	May 2024
Consultation	Mental Health and Wellbeing Leader, Assistant Principal-Student Engagement & Wellbeing, Assistant Principal - Curriculum
Approved by	Principal
Next scheduled review date	May 2027