

INCLUSION AND DIVERSITY POLICY

(includes Equal Opportunity and Sexual Harassment)



Help for non-English speakers

If you need help to understand the information in this policy, please contact Mentone Primary School on 9583 2995 or mentone.ps@education.vic.gov.au



PURPOSE

The purpose of this policy is to explain Mentone 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. 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 Mentone 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.

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

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

Mentone Primary School (MPS) is situated in the beach-side suburb of Mentone, 23 kilometers from the city of Melbourne within the local government area of the City of Kingston. With continued energy and enthusiasm, we support the social, emotional, and learning needs of students from a diverse range of social and cultural backgrounds with 17 percent English as an Additional Language (EAL) and 1 percent of students identifying as Aboriginal or Torres Strait Islander. In 2021, 29 percent of staff were male and 71 percent female with no staff identifying as Aboriginal or Torres Strait Islanders.

Mentone 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.

Mentone 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 Mentone 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.

Mentone 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 (eg schools sports, concerts, camps and excursions, graduation) 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.

Every member of the school community, including teachers, support staff, volunteers, families and students, works collaboratively to ensure students can access and participate in all areas of school life. Our teachers are committed to building strong relationships with parents and working together as valued partners in inclusive education. Curriculum is provided to all students in ways that are age appropriate and responsive to diverse learning needs.

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 Mentone 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.

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.

Restorative Justice Practices (RJP)

Restorative justice represents a philosophy which acknowledges that when a person does harm to another person they also harm themselves and the whole community. Justice in a school setting views inappropriate behaviour as harm to relationships within the school community rather than school rule breaking. This means the harm done to people and relationships.

Restorative practices are innovative ways to build caring communities whilst not accepting harmful behaviour. In other words, supporting people taking responsibility for their actions and repair any harm that has been done.

Restorative practices recognise and encourage the contributions that staff, parents, carers and the community make in promoting great relationships that enable better behaviour and better learning at school. They involve all those affected by the conflict to find a way forward, reducing anger and resentments.

Reasonable adjustments for students with disabilities

Mentone 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 Assistant Principal (Wellbeing Leader) or our Wellbeing, Engagement & Disability Inclusion Learning Specialist, on 9583 2995.

COMMUNICATION

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

- Available publicly on our school's website (or insert other online parent/carer/student communication method)
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions

- Reminders in our school newsletter
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

- [Student Wellbeing and Engagement Policy](#)
- [Statement of Values](#)
- [Bullying Prevention Policy](#)

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	5 th July 2022
Approved by	Principal
Next scheduled review date	July 2026