GARDENVALE PRIMARY

INCLUSION AND DIVERSITY POLICY

(includes Equal Opportunity and Sexual Harassment)

PURPOSE

The purpose of this policy is to explain Gardenvale Primary School's commitment to making sure every member of our school community, is treated with respect and dignity, regardless of their background or personal attributes,. 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 – Employees, Sexual Harassment – Employees and Workplace Bullying) as these whole of Department policies apply to all staff at Gardenvale 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).

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Inclusion and diversity

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

Gardenvale 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.

Gardenvale 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 Gardenvale 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.

Gardenvale 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, 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.

At Gardenvale Primary School we are committed to promoting an understanding of diversity through various programs. Topic 2 in our Respectful Relationships program specifically focuses on our personal strengths and heightens students' awareness of the strengths of others. Our Value of the Month program highlights topics such as 'Celebrating Difference' and we also celebrate events such as Autism Awareness Day and Down Syndrome awareness. Students are encouraged to share their neuro diversity with their class, and through Circle Time and class discussions a greater understanding of the differences of others is celebrated.

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 Gardenvale 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.

Students that are involved in bullying or harassing others on the basis of their personal attributes will be supported to understand the impact of their behaviour.

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Reasonable adjustments for students with disabilities

Gardenvale 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 in accordance with the department's Students with Disability Policy. Reasonable adjustments are 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 Janine Hall - Principal, Dimi Sfetsas - Assistant Principal or Kirsten Travis – Inclusion Leader for further information.

COMMUNICATION

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

- Available publicly on our school's website and Compass
- Included in staff induction processes and staff training
- Link included on staff drive
- Discussed in staff briefing/meeting as required
- Discussed at student forums as required
- Link included in transition and enrolment packs
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

- Student Wellbeing and Engagement
- Statement of Values
- Workplace Bullying

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:

- Child Safe Standards
- Disability Inclusion Funding and Support
- Disability Inclusion Profile
- Equal Opportunity and Human Rights - Students
- Koorie Education
- Languages and Multicultural Education Resource Centre (LMERC)
- LGBTQIA+ Student Support
- Preventing and Addressing Racism in Schools
- Refugee Education Support Initiatives
- Safe Schools
- Schools - culturally safe environments guidance

- Student Wellbeing and Engagement
- Student Leaders for Multicultural Inclusion
- Students with Disability

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2026
Consultation	Staff - 1/9/26 Inclusion Leader –3/9/26 Education Sub-Committee 9/9/26
Approved by	Principal 11/9/26
Next scheduled review date	September 2030