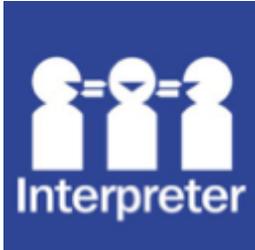


INCLUSION AND DIVERSITY POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school Policy Leader on 9112 9500 or via email info@footscray.vic.edu.au

PURPOSE

The purpose of this policy is to explain Footscray High 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 Footscray High School

We are a school community where every member shares responsibility to demonstrate the values of Footscray High School, in order to support an environment of high expectations, connection and safety.

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

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

Footscray High School is committed to creating a school community where all members of Barkly, Pilgrim and Kinnear Campus 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.

Footscray High 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 Footscray High 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.

Footscray High 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.
- Engagement with local programs
- Collection of demographic, cultural and linguistic family information.
- Translation services to families from CALD backgrounds.
- Celebration of reconciliation week and Harmony day.
- Acknowledgement of Country.
- Working in partnership with the Koorie community via Local Aboriginal Education Consultative Groups (LAECG).
- Monitoring of Student Health and Wellbeing through PLC/PLT teams and leadership teams.
- respond to complaints and allegations appropriately and ensure that students are not victimised.

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 Footscray High 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.

Reasonable adjustments for students with disabilities

Footscray High 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 Inclusion Coordinator or Leading Teacher of Wellbeing and Inclusion for further information.

Adjustments made by Footscray High School may involve:



- Planning (differentiation of the curriculum, implementation of evidence based interventions and dedicated team planning) organised through leading teachers and wellbeing and Inclusion team members.
- Teaching (pedagogical adjustments and educational interventions) organised through leading teachers and classroom teachers)
- Assessment and reporting (provision of alternative assessment practices and presentation options) organised through leading teachers, classroom teachers and VCE and Vocational Major coordinator and if required the Victorian Curriculum and Assessment Authority.
- Equipment / resources (use of specialised equipment and assistive technology or expertise to support access and inclusion) organised through leading teacher and the Assistant Principal of Operations.
- Environment (school wide policies, programs and buildings that enable access and inclusion). School leadership team the Assistant Principal of Operations.
- Parents are encouraged to contact the Assistant Principal or Campus Principals to discuss any reasonable adjustments that may be required.

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 and child safety training processes
- Discussed at staff briefings/meetings as required
- Included in our staff handbook/manual
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Discussed at student forums/through communication tools
- Made available in hard copy from school administration upon request

RELATED POLICIES AND RESOURCES

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](#)

REVIEW AND APPROVAL

Policy last reviewed	2019
Consultation	School Council - May 2023
Endorsed by	Executive Principal
Endorsed on	May 2023
Mandatory minimum review cycle	3-4 Years
Next review date	May 2026/2027