

Diversity and Inclusion Policy

1. *Rationale-*

Pakenham Springs Primary School is a school where the social, emotional, educational and physical needs of all students are of the utmost importance. It is a school that encourages respect for diversity in ability, as well as cultural, racial, ethnic and social backgrounds and is based on the notion that we will continually work towards providing for the needs of all students in our community.

Definition

An inclusive school uses its best efforts to cater for all children in its community. It respects diversity in ability as well as cultural, racial, ethnic, religious and social backgrounds.

2. *Purpose of Policy-*

To develop and maintain a school ethos that reflects, responds to and values cultural diversity. To acknowledge, respect and celebrate culturally significant events, integrating these into teaching and learning programs where possible.

To ensure Inclusive practices are established across all areas of the school.

To acknowledge that students with disabilities have a right to attend a mainstream government school, and to have their individual needs addressed. Pakenham Spring Primary School is committed to the safety of all children with a disability.

We understand that people have different levels of ability and disability; physical, sensory, intellectual and learning. We know that people can have periods of impairment of different extents, and that people can experience more than one disability at a time.

3. *Implementation Guidelines-*

ROLES

Assistant Principal (Wellbeing): This staff member leads the implementation of the Inclusion and Diversity Policy as part of their responsibilities.

This staff member leads the Program for Students with Disabilities at our school, including any applications for funding, the coordination of Student Support Groups, the development and implementation of program budgets, coordination of staff professional development and all other issues related to students with disabilities and their respective program needs

This staff member also leads the practices of the school in relation to Koorie and Out of Home Care students.

In order to develop and maintain a school ethos that reflects, responds to and values cultural diversity, our school will:

- provide staff with an opportunity to participate in professional learning related to cultural diversity and discrimination
- encourage staff to model culturally inclusive behaviour
- emphasise the use of inclusive language and promote respect for all cultures

- implement strategies to deal with any behaviour which exhibits prejudice and racism
- develop and implement strategies for communicating with and involving parents, taking into account their cultural and linguistic backgrounds
- celebrate cultural diversity in our school community, through multicultural activities, special days and organising guest speakers and performers from a variety of cultural backgrounds
- provide students from non-English speaking backgrounds with access to English as an Additional Language programs and supports
- where possible, utilise interpreters to facilitate communication between parents, teachers and support staff, such as the school's Chaplain
- Class teachers are encouraged to openly discuss difference and identity, and are encouraged to participate in diversity awareness programs as part of their professional development plans.
- Students will be supported in the classroom and in the yard as per their individual learning and social needs.
- Students Individual Learning Plans and Behaviour Management Plans will be developed in line with the DE&T PSD guidelines and the school's Behaviour Management and Student Engagement and Inclusion policies.
- Student Support Groups will be established for all eligible students in order to facilitate curriculum planning and resource provision, including services to be accessed to best meet the needs of the student.
- Student Support Groups will be invited to meet at least once per term, and will make recommendations to the principal regarding the development and implementation of individual student programs including; student achievement goals, timelines and methods of evaluation, the use of support staff and external consultants, and the use of any additional resources required. All meetings will be documented and available to all members.
- Student reports and recommended follow up from services will be provided to the class teacher and ES staff members to be incorporated into the student's learning program.
- Communication with relevant consultants and support agencies will be undertaken on a needs basis.
- All curriculum programs will be inclusive of all students.
- Professional Learning relating to relevant disabilities, student needs as well as disabilities funding processes will be made available to all appropriate staff as required.
- Practices will also comply with the following acts: Age Discrimination Act 2004 (Commonwealth) Charter of Human Rights and Responsibilities Act 2006 (Victoria) Disability Discrimination Act 1992 (Commonwealth)

4. Evaluation-

This policy was reviewed in May 2019 and is scheduled for review in May 2022.

The Inclusion and Diversity Policy is published on the Pakenham Springs Primary School website.