

Learn. Grow. Become.



Inclusion & Diversity Policy



Purpose

The purpose of this policy is to:

- explain Brighton 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,
- provide clear guidelines to all stakeholders by defining appropriate practices in the context of the International Baccalaureate Primary Years Programme.

Policy

Brighton Primary School is an International Baccalaureate World School delivering the Primary Years Programme (PYP). The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB PYP is accessible to all students who attend Brighton Primary School.

Inclusion and diversity

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

Brighton 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.

Brighton Primary School acknowledges and celebrates the diversity of all of the backgrounds and experiences in our school community, and we will not tolerate behaviours, language or practices that label, stereotype or demean others. At Brighton 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.

Brighton Primary School hosts a Regional Hearing Unit. This enables Teachers of the Deaf to provide targeted support to ensure Deaf and Hard of Hearing (DHH) students can develop oral language in order to access the mainstream curriculum and reach their potential in an inclusive mainstream educational setting / environment / school.

Brighton 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 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,
- Ensure essential school facilities are accessible to all members of the school community,
- Ensure other school facilities are accessible to all members of the school community or adjustments and modifications can be made to programmes and events where access is not possible,
- Use the attributes of the IB Learner Profile as a tool to support the teaching and learning of inclusive practices.

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 Brighton Primary School. We will take appropriate measures, consistent with our [Student Engagement Policy](#) 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

Brighton 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.

Support

At Brighton Primary School, we have a designated Wellbeing Coordinator who works with teachers, support services, parents or guardians and students to ensure appropriate access arrangements are in place for all. The school understands its legal obligation to make reasonable adjustments to accommodate students with disabilities.

Individual Education Plans (IEPs) and Behaviour Support Plans (BSPs) may be written to clarify support being provided to students with Tier two and three needs, in order to access learning effectively, build on strengths and manage challenges.

Responsibilities for inclusion

School Leadership Team

- Establish an Inclusion and diversity policy inline with the DET policy and IB guidelines
- Provide resources and support to ensure practices are in place to remove barriers to learning for all members of the school community
- Use the IB standards and practices to support inclusion

Teaching Staff

- Ensure differentiation is supported from planning through to instruction and assessment
- Ensure students are at the centre of learning and all we do
- Make necessary adjustments and modifications to ensure access to learning

Parents and Guardians

- Play a key role in actively supporting inclusion and diversity as part of respectful interactions with staff, students and the wider school community

Students

- Follow inclusive practices in their day to day interactions with each other

School Community

- Conduct themselves in a way that is respectful of the personal and cultural identities of others

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).

Appendices

Appendix 1: IB Standards and Practices for Inclusion

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school defines in its inclusion policy all of its legal requirements and outlines the school's IB structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the schools' vision for implementing inclusive programmes. (0301-02-0300)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Further Information and Resources

This policy should be read in conjunction with the following Department policies and guidelines:

- 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.
- IB Publication, Programme Standards and Practices, 2019
- Kunyung Primary School IB Inclusion Policy, accessed

The following school policies are also relevant to this Diversity and Inclusion Policy:

- [Admissions Policy](#)
- [Student Engagement Policy](#)



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Review Cycle

This policy was last ratified by School Council	May, 2022
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Brighton Primary School operates within the framework of
the International Baccalaureate Primary Years Programme.