



## **Rationale**

At Wales Street Primary School, we have students, staff and families from a diverse range of cultures, religions and family structures (single parent, foster, adoptive, same sex parented and extended families) and with differing abilities and needs.

We value and respect all individuals, irrespective of ethnicity, age, attainment, disability, gender, sexuality, family structure or background.

We are committed to giving all of our students every opportunity to achieve the highest standards, while taking into account their varied life experiences and needs.

We are committed to making everyone feel valued and included.

## **Aim**

At Wales Street Primary School, we aim to:

- Create an inclusive environment for all students, staff and families.
- Respect, value and promote diversity
- Create a caring and trusting environment where everyone is equally valued and takes equal responsibility.
- Offer a broad and balanced curriculum that meets the specific needs of all individuals.
- Educate students, staff and families about the value of diversity and encourage understanding
- Use inclusive language to ensure students, staff, parents and carers feel valued and included.

## **Guidelines for Implementation**

At Wales Street Primary School, we will:

- Challenge stereotypes and confront prejudice by helping our students to develop a greater self awareness of personal and social responsibility. This means that equality of opportunity must be a reality for all students, irrelevant of ethnicity, age, level of attainment, religion, family structure, disability, gender, sexuality or background
- Encourage values, principles and conscience by providing a secure environment in which all our students and staff can develop, grow, learn and progress; where they can experience success and failure, receive praise and encouragement and understanding, be reassured, and receive protection and stability.

- Recognise family diversity by creating environments that are welcoming, inclusive and respectful of children from all types of families.
- Help children to learn that there are diverse cultures, religions, family structures and abilities, all of which contribute to and make up our community. By encouraging students, staff, parents and carers to talk openly about diversity, we will positively reinforce the importance of diversity within families so that all children feel included.
- Develop curriculum and practices that will challenge stereotypical gender views, including historical values, attitudes and roles. Staff will share ideas and organise activities that encourage non stereotyped play and use non gender specific role models.
- Provide a range of books and other resources in the school library, classrooms and school that show a diversity of cultures, genders, abilities and family types
- Listen and respond to the concerns of children and parents in regard to providing a healthy happy and safe school environment.
- Implement programs and systems that encourage students to take responsibility for their own actions and appreciate and value the differences they see in others.
- Offer to translate forms and/or information into languages if required.
- Always refer to families at all times as 'families' or 'parents and carers'.
- Provide a diverse range of images around the school, on the website reflective of diverse families, cultures, gender roles and abilities.
- Acknowledge the diverse range of family celebrations that occur throughout the year
- Organise professional development for staff on how to be inclusive and use inclusive language

### **Resources:**

[www.humanrightscommission.vic.gov.au](http://www.humanrightscommission.vic.gov.au)

[www.rainbowfamilies.org.au](http://www.rainbowfamilies.org.au)

### **Legislation**

*Equal Opportunity Act 2010 (Vic State Government)*

*Age Discrimination Act 2004 (Commonwealth)*

*Disability Discrimination Act 1992 (Commonwealth)*

*Human Rights and Equal Opportunity Commission Act 1986*

**Status:** *Approved by School Council October 2011*

**Review:** 2014

(Commonwealth)

Privacy Act 1988 (Commonwealth)

Racial Discrimination Act 1975 (Commonwealth)

Sex Discrimination Act 1984 (Commonwealth)

### **Evaluation:**

This policy will be reviewed as a part of a three year cycle.

### **Appendix:**

Suggested Professional Learning points to be considered when addressing the policy with staff.

Professional Learning to be conducted on an annual basis.

Ideas:

- Inclusive language to be part of the staff annual planning/ induction
- Include books that reflect family diversity in planning of Inquiry units
- Develop Inquiry units that will challenge stereotypical gender views including historical values, attitudes and values.
- Discuss the use of appropriate inclusive language terms when talking with students and suitable inclusive language to use at school community events such as assemblies etc. e.g., parents and carers-instead of 'mothers and fathers'
- Pass on relevant information about student's family structures to class teachers during file transfer annually.
- Agenda a review of the Inclusion policy each year as part of the Induction program for all staff.
- Develop a common understanding of the many different interpretations of a family, all of which are normal and that each child belongs to a family.

**Status:** *Approved by School Council October 2011*

**Review:** 2014