

INCLUSION AND DIVERSITY POLICY



PURPOSE

The purpose of this policy is to explain Frankston Heights 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. This policy should be read alongside the following Department of Education 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 Frankston Heights 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).

Inclusion and diversity

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

Frankston Heights 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.

Frankston Heights 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 Frankston Heights 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.

Frankston Heights 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 (e.g. 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.

Frankston Heights is committed to:

1. Inclusive & Supportive School Culture

- The school explicitly **promotes an inclusive, safe, respectful and supportive environment** for all students, valuing diversity and emphasising respect and positive relationships.

- The **Statement of Values and School Philosophy** prioritises respect for individuality, caring relationships and inclusion as part of everyday school life.

2. Student Engagement & Wellbeing Programs

Frankston Heights implements a range of structured *engagement and wellbeing strategies* aimed at inclusion.

- **Restorative Practices and Respectful Relationships curriculum** - promotes healthy, respectful interactions among students and helps reduce bullying and exclusion.
- **Student Support Group meetings** for students with a disability, with complex needs, or identified as at-risk - actively tailored support.
- **Trauma-informed practice and allied health collaborations** - working with external services when additional support is needed.
- **Engagement with regional Koorie Engagement Support Officers** - supporting Aboriginal and Torres Strait Islander students' participation.
- **Positive behaviour expectations** - enforced through policies that explicitly prohibit racism, discrimination, harassment and other harmful conduct.

3. Policies Supporting Diversity and Safety

- **Child Safety Policy** - ensures child-safe practices are inclusive of all students, including those from culturally and linguistically diverse backgrounds, students with disabilities, students identifying as LGBTIQ+, and other groups. It explicitly states that harassment (including racism or homophobia) will not be tolerated.
- **Behaviour Management and Student Engagement policies** - outline inclusive classroom and yard approaches, personalised learning adjustments and supportive practices for all students.
- **Volunteers Policy and Induction** - describes an inclusive environment where diversity is supported and people are respected.

4. Differentiated & Personalised Learning

- The school uses **individualised approaches to learning**, ensuring students with varied needs are catered for through differentiated instruction and personalised plans.
- While not described as a specific "inclusion program," personalised learning plus engagement strategies help students from diverse learning backgrounds feel included and supported.

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 Frankston Heights 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.

Reasonable adjustments for students with disabilities

Frankston Heights 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. 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 *Wellbeing and Engagement* policy or contact Assistant Principal (Wellbeing and Inclusion or the Wellbeing and Inclusion Coordinator/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
- Included in staff induction processes and staff training
- Discussed at annual staff briefings/meetings
- Discussed at student forums
- Reminders in our school newsletter
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

Relevant school policies:

- [*Student Wellbeing and Engagement*](#)
- [*Statement of Values*](#)
- [*Bullying Prevention*](#)
- [*Behaviour Management*](#)
- [*Child Safety*](#)

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](#)
- [Preventing and Addressing Racism in Schools](#)
- [Koorie Education](#)
- [LGBTQIA+ Student Support](#)
- [Student Engagement](#)
- [Students with Disability](#)
- [Disability Inclusion Funding and Support](#)
- [Disability Inclusion Profile](#)
- [Safe Schools](#)
- [Child Safe Standards](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	11.02.2026
Consultation	Education Committee and School Council
Approved by	Principal
Next scheduled review date	February 2030