

## Inclusion & Diversity Policy

### PURPOSE

The purpose of this policy is to explain Portland Secondary College (Must Street & Victoria Parade campuses)'s commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Portland Secondary College (Must Street & Victoria Parade campuses) strives to provide a safe, inclusive and supportive school environment for all students and members of our school community. Inclusive education ensures that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers; acknowledges and responds to the diverse needs, identities and strengths of all students; occurs when students with disabilities and additional needs are treated with respect and are involved in making decisions about their education; benefits students of all abilities in the classroom and fosters positive cultural change in attitudes and beliefs about disability, in and beyond the school environment and contributes to positive learning, engagement and wellbeing outcomes for students.

The College's Inclusion and Diversity Policy is part of the suite of policies which are linked to the Child Safe Policy which mandates zero tolerance to child abuse.

### POLICY

#### Definitions

*Personal attribute:* a feature of a person's background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation. For example: race, disability, sex, sexual orientation, gender identity, religion etc.

#### Inclusion and diversity

Portland Secondary College (Must Street & Victoria Parade campuses) 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.

Portland Secondary College (Must Street & Victoria Parade campuses) 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.

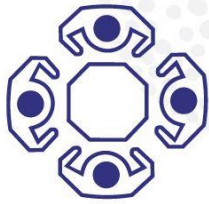
The following principles provide guidance for all members of the school community on the main features of inclusive education.

#### **S: Student-centred**

Inclusive education involves students, in collaboration with their peers and/or carers, in decision-making processes as respected partners in education.

#### **H: Human rights focused**

Inclusive education is supported by and is the realisation of a human rights based approach to education. International human rights principles and Victoria's Charter of Human Rights and Responsibilities Act 2006 provide a framework for every Victorian to be treated with dignity and respect and to enjoy their human rights without discrimination.



# Portland Secondary College

*Creating the Opportunities...*

Portland Secondary College acknowledges and celebrates the diversity of backgrounds and experiences in our school community, and we will not tolerate behaviors, language or practices that label, stereotype or demean others. At Portland Secondary College 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.

## **A: Acknowledges strengths**

Inclusive education recognises that each child and young person is unique. It focuses on a strengths-based, personalised approach to education that celebrates and welcomes difference to maximize learning, engagement and wellbeing outcomes.

## **R: Respects legal obligations**

Inclusive education enables schools to uphold legal obligations to make reasonable adjustments for all students with disabilities. Reasonable adjustments assist all students to participate in education on the same basis as their peers without a disability.

## **E: Evidence-based**

Inclusive education uses contemporary evidence-based practices known to be effective in responding to individual student needs and improving student outcomes..

Portland Secondary College will make reasonable adjustments to accommodate students with disabilities so students can participate in education the same as their peers. Our school may consult through Student Support Group processes and in other less formal ways. Please refer to our school's Student Wellbeing and Engagement policy or contact our Disabilities Co-Ordinator for further information.

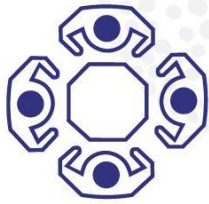
Portland Secondary College (Must Street & Victoria Parade campuses) will:

- ensure that all students and members of our school community are treated with respect and dignity
- ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities (eg schools sports, concerts, presentation nights, debuts) 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.

Bullying, harassment and other forms of inappropriate behaviour targeting individuals because of their personal attributes will not be tolerated in our school community. 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.

Portland Secondary College (Must Street & Victoria Parade campuses) will take appropriate measures, consistent with its *Student Wellbeing and Engagement* and *Bullying Prevention* policies to respond to discriminatory behaviour or harassment at our school.

Portland Secondary College (Must Street & Victoria Parade campuses) also understands that it has a special obligation to make reasonable adjustments to accommodate students with disabilities. A reasonable adjustment is a measure or action taken to assist all students to participate in their education on the same basis as their peers. Reasonable adjustments will be made for students with disabilities through our Student Support Group processes in consultation with the student, their parents or carers, their teachers and if appropriate, their treating practitioners.



# Portland Secondary College

*Creating the Opportunities...*

A staff member will be assigned responsibility to coordinate the Disability Inclusion program at our school, including the coordination of 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.

The appraisal process for applications will occur at the earliest opportunity to provide the maximum potential for applications to be successful, and to ensure a smooth transition for new students into our school setting.

The Student Support Group process will be fully explained to all parties.

Student Support Groups will be established for all eligible students to facilitate curriculum planning and resource provision.

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.

Communication with relevant consultants and support agencies will be undertaken on a needs basis.

All curriculum programs will be inclusive of all students.

Professional development relating to relevant disabilities as well as disabilities funding processes will be made available to all appropriate staff as required.

For more information about support available for students with disabilities, please refer to our school's *Student Wellbeing and Engagement* policy or contact the Principal or the Disability Inclusion Coordinator for further information.

## RELATED POLICIES AND RESOURCES

- Bullying Prevention Policy
- Student Wellbeing and Engagement Policy
- Statement of Values and School Philosophy
- School Policy and Advisory Guide:
  - [Inclusive Education](#)
  - [Koorie Education](#)
  - [Teaching Aboriginal and Torres Strait Islander Culture](#)
  - [Safe Schools](#)
  - <https://www2.education.vic.gov.au/pal/equal-opportunity-human-rights-students/policy>
  - [Supports and Services](#)
  - [Program for Students with Disabilities](#)

## REVIEW CYCLE

DATE	VERSION	RATIFIED BY	NEXT REVIEW
March 2024	3	Portland Secondary College School Council	March 2027