



Meadow Heights Primary School

Achieving the potential of all learners.



MHPS Inclusion Diversity Policy (Includes Equal Opportunity and Sexual Harassment)



Help for non-English speakers

If you need help to understand the information in this policy, please contact the office on 03 9305 2033.

PURPOSE

The purpose of this policy is to explain Meadow Heights Primary School 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 and Training policies:

- [Equal Opportunity and Human Rights - Students](#)
- For staff, the [Respectful Workplaces](#) policies (including [Equal Opportunity and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#)) as these whole of Department policies apply to all staff at Meadow 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

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

Meadow Heights Primary School is an inclusive school that embraces the complex qualities of our school community. We strive to provide a secure, caring and stimulating learning environment where all children can thrive. A substantial number of students enrolled at our school have disabilities including challenging behaviour, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Visual Impairment, Hearing Impairment, Severe Language Disorder and Intellectual Disability and many others with complex learning needs. We are committed to meeting the needs of these students by providing opportunities for them to participate in all aspects of school life and to achieve to the best of their ability.

To further build the capacity of the school in achieving this goal, an Inclusion and Professional Support Program has been established. The purpose of the program is to successfully include, engage and educate students with complex learning needs into the mainstream classroom by recognising and responding to their individual needs and providing staff with tools, advice and strategies to inform their classroom practices.

Meadow 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.

Meadow 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 Meadow 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.

Meadow 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 (eg schools sports, concerts, school celebration days, out of school uniform days, etc.) 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.

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 Meadow 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.

PROGRAM DESCRIPTION:

Inclusion Support Manager (ISM)

The role of the ISM is to strengthen a whole-school culture of inclusion demonstrated by a focus on participation, wellbeing and learning outcomes. The ISM provides assistance to students with complex learning needs to ensure that they are supported to meet the challenges they encounter in their schooling.

Specific duties of the ISM are to:

- Ensure that inclusive practices and policies are in place across the whole school.
- Develop and implement strategies for de-escalating students and dealing with meltdowns.
- Develop and implement individualised methods for working through the behavioural difficulties that manifest themselves in students with complex learning needs, including behaviour modification techniques, calming strategies and Individual Behaviour Support Plans.
- Create Individual Student Behaviour Profiles and Safety Plans to assist with prevention and management of problem behaviours.
- Facilitate the development of self-management in students with behaviours of concern by training them to know when they need help and how to respond in difficult situations.
- Provide one-on-one support for individual students when required.
- Provide opportunities for additional targeted, specialist programs to ensure that students are supported to meet the challenges they encounter in their schooling, including social skills, resiliency and sensory therapy.
- Actively engage parents in their child's learning and provide families with resources and skills to work with their child.
- Develop and implement individual plans for managing students at break times (recess and lunch), including facilitating break time programs for students who require structured activities and/or additional supervision at break times.
- Support the evaluation of the Inclusion and Professional Support Program and implement ongoing improvements to maximise program effectiveness.
- Meet with the parents/families as required.

The ISM will provide ongoing professional support, mentoring and feedback to staff, including:

- Provide training and resources about specialised behaviour management strategies, such as catering for students with Autism Spectrum Disorder.
- Assist staff in the implementation of these strategies through in-classroom support and modelling.
- Train staff in approaches to learning for students with additional educational needs, such as those with ADHD.
- Assist staff with the development of Behaviour Support Plans and Individual Learning Plans.
- Support staff with the implementation of recommendations provided by the school clinicians and other professionals, e.g. paediatrician, psychologist
- Provide appropriate resources and tools to staff, e.g. visual supports, sensory objects.
- Assist staff with any required classroom modifications.
- Provide education and information to staff at an individual and teaching team level.
- Provide whole school professional learning opportunities for staff.
- Provide induction support and training for new staff.

The ISM will support teachers, students and families as student's transition through, in and out of the school:

- Foundation Transition. The ISM will meet with Foundation students, identified as having complex needs, and their parents/carers to collect information that will assist with their transition to primary school. Assessments as required will be arranged. An application for funding under the Program for Students with Disabilities will be submitted if appropriate. Information about the child's needs is then shared with the child's Foundation teacher to ensure the best start to school.
- The ISM will oversee the Special Needs Transition Policy within the school and assist staff in this process.
- The ISM will support the Year 6 Team and Student Learning & Wellbeing Team in the transition of students with special needs to secondary school.
- The ISM will assist the Student Learning & Wellbeing Team and EAL Teacher in the transition of mid-term enrolments as outlined in the school mid-term enrolment policy.

PROCEDURE

Withdrawal of Students:

A student may be withdrawn only under the following circumstances:

- If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time.
- The student has a meltdown. A meltdown is defined as "an involuntary, extreme physical and emotional reaction to being placed in an overwhelming situation from which there is no easy escape". The student has lost control and is unable to self-regulate. They are a danger to themselves and to others. Often the student is unaware of things going on around them and is unresponsive to requests from staff. Meltdowns are not tantrums, manipulation, attention-seeking, intentional or controllable.
- In the instance of a meltdown, teachers are to remove all other students from the area and contact the ISM. If the ISM is not available, the teacher is to contact the available school leader, i.e. Assistant Principal, Principal.

When withdrawal is required the teacher or staff member must contact the ISM prior to exiting the student.

Reasonable adjustments for students with disabilities

Meadow 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 the schools Inclusion Support Manager/Wellbeing AP 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
- Included in staff handbook/manual
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

To see school relevant policies please visit the school [website](#) page.

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](#)
- [Students with Disability](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services](#)
- [Program for Students with Disabilities](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2022
Approved by	Principal
Next scheduled review date	April 2025