

Inclusion and Supervision Policy

includes Equal Opportunity and Sexual Harassment



HELP FOR NON-ENGLISH SPEAKERS AND FOR THOSE WITH ADDITIONAL NEEDS

If you need help to understand the information in this policy, please contact
Lyndhurst Primary School (LPS) on 03 8768 6700 or
lyndhurst.ps@education.vic.gov.au.



PURPOSE

The purpose of this policy is to explain Lyndhurst Primary School's (LPS) 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 LPSI.

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

LPS strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff. The school is characterised by many different cultural groups and prides itself on inclusion for all. Currently, approximately 60% of students list English as an additional language, with families representing 52 language groups and 6 countries of birth.

LPS 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.

LPS 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 LPS 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.

LPS will:

- actively nurture and promote a culture where everyone is treated with respect and dignity
- ensure that vulnerable 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, camps and excursions) on the same basis as their peers
- acknowledge and respond to Aboriginal and Torres Strait Islander students, the cultural and linguistic 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 all parties know who to talk to if they have a complaint and the ability to complain anonymously
- respond to complaints and allegations appropriately and ensure that students are not victimised

Our school actively promotes inclusion and diversity through dedicated programs and meaningful celebrations. Central to this is our Social and Emotional Learning (SEL) program, which incorporates the Respectful Relationships curriculum alongside our Super Strengths initiative. These programs address key areas such as empathy, resilience, and respectful interactions.

A highlight of our school calendar is Harmony Day - a vibrant celebration where students proudly share their cultural heritage through traditional food, clothing, and performances. In addition, the school facilitates ongoing professional learning and discussions focused on unconscious bias, equity, and social justice, helping to cultivate a more inclusive and empathetic school community.

These initiatives are further strengthened by regular curriculum reviews, ensuring that diverse perspectives and voices are authentically embedded across all learning areas. LPS also has an Inclusion and Engagement Team, as well as Cultural and Wellbeing Student Leaders, who ensure that inclusion and diversity remain active priorities within the school. They lead student voice initiatives, promote awareness campaigns, and help create a welcoming environment for all learners—where every student feels seen, included, valued, 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 LPS. We will take appropriate measures, consistent with our *Student Wellbeing and Engagement* and *Bullying Prevention* 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. Students that are involved in bullying or harassing others on the basis of their personal attributes will be supported to understand the impact of their behaviour.

Reasonable adjustments for students with disabilities

LPS 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 *Student Wellbeing and Engagement* policy or contact our Inclusion 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
- Included in staff handbook/manual
- Discussed at annual staff briefings/meetings
- Discussed at student forums
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

FURTHER INFORMATION AND RESOURCES

The following school policies are relevant to this policy:

- Bullying Prevention Policy
- Child Safety Policy
- Child Safety Code of Conduct
- Child Safety Responding & Reporting Policy
- Duty of Care Policy
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteer Policy
- Yard Duty and Supervision Policy

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	Tuesday 20th May 2025
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Consultation	Annual Child Safe Vision Day
Approved by	School Council
Next scheduled review date	May 2028