

Inclusion and Diversity Policy

Summary

Table 1 - Document details

Publication date	February 2023
Review date	February 2026
Related legislation/applicable section of legislation	<ul style="list-style-type: none"> • <i>Equal Opportunity Act 2010 (Vic)</i> • <i>Charter of Human Rights and Responsibilities Act 2006 (Vic)</i> • <i>Disability Discrimination Act 1992 (Cth)</i> • <i>Racial Discrimination Act 1975 (Cth)</i> • <i>Sex Discrimination Act 1984 (Cth)</i> • <i>Age Discrimination Act 2004 (Cth)</i>
Related policies, procedures, guidelines, standards, frameworks	<ul style="list-style-type: none"> • RSC Student Wellbeing and Engagement Policy • RSC College Statement of Values • RSC Bullying Prevention Policy
Approved by	The Principal
Approval date	February 2023
Version	1.1



Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 9755 4555.

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1. Purpose

The purpose of this policy is to explain Rowville Secondary College's commitment to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Rowville Secondary College strives to provide a safe, inclusive and supportive school environment for all students and members of our school community. 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 Rowville Secondary College.

2. Policy

2.1 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).

2.2 Inclusion and diversity

Rowville Secondary College strives to provide a safe, inclusive and supportive school environment which values the human rights of all students and staff.

Rowville Secondary College 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.

Rowville Secondary College 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 Rowville 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.

Rowville Secondary College 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, presentation balls) 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.

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.

Rowville Secondary College will take appropriate measures, consistent with its *Student Wellbeing and Engagement* and *Bullying and Harassment* policies to respond to discriminatory behaviour or harassment at our school. This is supported by the School-Wide Positive Behaviour Support.

Reasonable adjustments for students with disabilities

Rowville Secondary College 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. For more information about support available for students with disabilities, please refer to our school's *Student Wellbeing and Engagement* policy or contact the School Office.