

INCLUSION AND 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 school administration office.

PURPOSE

The purpose of this policy is to explain Murrum 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 and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#)) as these whole of Department policies apply to all staff at Murrum 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

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

Located on beautiful Wurundjeri Country, Murrum Primary School has been educating young people of Weir Views and Melton South since 2026. We are a state-of-the-art school, located in the growing suburb of Weir Views with capacity for 715 students, including 65 places for students with an intellectual disability.

As a Supported Inclusion School, our students with disability are given enhanced support to receive high-quality, evidence based educational provision alongside their peers without disability in a safe, accessible, inclusive and supportive environment.

Our students and families come from a richly diverse community, both culturally and demographically. However, despite their differences, our school community is united in its support of the value of education and our school.

School Wide Positive Behaviour Support and Respectful Relationships feature strongly at our school, along with a culture that supports safe, calm and dignified wellbeing and learning for students and staff. Our students, staff and community display outstanding positive behaviours and consistently strive to demonstrate the school values of Care, Helpfulness, Achievement, Motivation and Persistence and be a CHAMP.

We pride ourselves on being an inclusive and progressive school community. Our staff are our most valuable resource, and we provide support and recognition accordingly. Our Coaching, Wellbeing and Leadership teams are visible and working together with staff to support the best outcomes for students.

Murrum 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.

Murrum 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 Murrum 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.

Murrum Primary School:

- actively nurtures and promotes a culture where everyone is treated with respect and dignity

- ensures 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, camps and excursions) on the same basis as their peers
- acknowledges and responds to the diverse needs, identities and strengths of all students
- encourages empathy and fairness towards others
- challenges stereotypes that promote prejudicial and biased behaviours and practices
- contributes to positive learning, engagement and wellbeing outcomes for students
- responds to complaints and allegations appropriately and ensures that students are not victimised.

At Murrum Primary School we promote connection to indigenous culture and country through the explicit connection to Wurundjeri language and cultural motifs. Our school sits on Wurundjeri country, our buildings are designed around native flora and fauna and named after their respective motifs, which in turn name our school house system that students belong to; balayung, yanggai, bial and biminh.

We utilise Berry Street Educational Model (BSEM) of Trauma informed practices across our school to build connections and relationships with staff and students. Berry Street Educational Model is an evidence-led framework that empowers school leaders and teachers to build learning environments where every student feels safe, engaged, and ready to learn. Educating young children is a challenging practice of balancing meeting diverse student needs academically and with wellbeing at the centre of student development, which is why BSEM offers a holistic, trauma-informed approach that supports the wellbeing and growth of both students and staff.

Bullying, unlawful discrimination, harassment, vilification and other forms of inappropriate behaviour targeting individuals or groups because of their personal attributes is not tolerated at Murrum Primary School. We 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.

Educating young children about bullying and harassment is a complex task. Students that are involved in bullying or harassing others on the basis of their personal attributes are supported to understand the impact of their behaviour.

Reasonable adjustments for students with disabilities

Murrum 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 in accordance with the Department's [Students with Disability](#) policy. 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 Assistant Principal – Wellbeing or our Principal for further information.

As a Supported Inclusion School, all our resources, including equipment and technology and the physical environment, are carefully considered to ensure all our students have better access to learning and play areas. This includes the provision of sensory areas, accessible play spaces and wider corridors.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Available on Compass
- Included in staff induction processes and staff training
- Included in our staff online portal
- Discussed at annual staff briefings/meetings
- Included in transition and enrolment packs
- Discussed at parent information sessions
- Reminders in our school communications
- Hard copy available from school administration upon request.

RELATED POLICIES AND RESOURCES

This policy should be read in conjunction with the following school policies:

- Student Wellbeing and Engagement Policy
- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Child Safety Policy
- Code of Conduct

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 related policies and resources:

- [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](#)
- [Refugee Education Support Initiatives](#)
- [Student Leaders for Multicultural Inclusion](#)
- [Languages and Multicultural Education Resource Centre](#)
- [Schools - culturally safe environments guidance](#)
- [Preventing and Addressing Racism in schools](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2025
Approved by	Principal – S Fleming
Next scheduled review date	July 2028 To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3 – 4 years thereafter