

POLICIES AND PROCEDURES

Policy Name	Diversity and Inclusion Policy
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Inappropriate Behaviour- making a complaint

Any allegations of

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- a. total or partial loss of a bodily function; or
- b. the presence in the body of organisms that may cause disease; or
- c. total or partial loss of a part of the body; or
- d. malfunction of a part of the body, including
 - i. a mental or psychological disease or disorder;
 - ii. a condition or disorder that re

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disability, sex, sexual orientation (practices and preferences), pregnancy, gender identity, religious belief or activity etc.

Reasonable Adjustments are changes to the way things are done to help people with disabilities, including physical disabilities, mental health conditions, learning difficulties, and sensory impairments, to access services and participate in activities. These adjustments can be made to physical environments, processes, and communication methods. Examples include providing large print documents, offering sign language interpreters, and making flexible work arrangements. The goal is to ensure that everyone has an equal opportunity to succeed and participate fully in society.

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YVG Complaints and Grievances Policy Parents and Community

YVG Information Privacy Policy

Age Discrimination Act 2004 (Cth)

Change or Suppression (Conversion) Practices Prohibition Act 2021 (Vic)

Charter of Human Rights and Responsibilities Act 2006 (Vic)

Disability Discrimination Act 1992 (Cth)

Equal Opportunity Act 2010 (Vic)

Racial Discrimination Act 1975 (Cth)

Racial and Religious Tolerance Act 2001 (Vic)

Sex Discrimination Act 1984 (Cth)

Ministerial Order 1359 Implementing the Child Safety Standards

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Procedure for Reasonable Adjustments for students with Disabilities

The School is responsible for taking reasonable steps to ensure students with Disabilities are provided with opportunities to participate in education and training on the same basis as students without Disabilities, and that they are not subject to Discrimination.

As part of meeting this obligation, the School

- a. consults with students with Disabilities and their families (as appropriate);
- b. considers adjustments that have been requested or may be required; and
- c. implements any Reasonable Adjustments.

The School is required to make Reasonable Adjustments unless the adjustment is not reasonable, or the adjustment would cause Unjustifiable Hardship. An adjustment is not reasonable when adjustment would be ineffective because the student could not participate in, or continue to participate in, or derive or continue to derive any substantial benefit from the relevant educational program even after the adjustments are made

When are adjustments required?

In determining whether an adjustment is a Reasonable Adjustment, the School will consider all relevant facts and circumstances, which may include the following:

- a. the student's circumstances, including the nature of their disability;
- b. the type of adjustment needed to accommodate this ability;
- c. the School's circumstances, including its financial circumstances;
- d. the effect on the School of making the adjustment (including the number of other people who would be benefited or disadvantaged by the adjustment and the financial impacts);
- e. the consequences for the School if adjustments are made;
- f. the consequences for the student if the adjustment is not made;
- g. the effect on the student's achievement, participation and independence if the adjustment is made; and

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- h. any relevant disability action plan made under the Disability Discrimination Act 1992 (Cth) or the Disability Act 2006 (Vic).

The School is not legally required to implement an adjustment if it is not reasonable on the basis it would create an Unjustifiable Hardship.

Program Support Group

Where appropriate, the School will establish and maintain a Program Support Group (PSG) for a student with disabilities. The PSG will generally consist of:

- a. the Principal or their delegate
- b. relevant family members;
- c. family/parent advocate (if requested by the family/parent);
- d. class teacher (primary) or teacher(s) nominated as having responsibility for the student (secondary);
- e. student (if appropriate); and
- f. others coopted as needed.

The PSG should adopt the following procedures:

- a. regular meetings (generally once per term);
- b. maintenance of confidentiality (Family consent should be received before information is shared); and
- c. maintenance of accurate records, with distribution to all members of the PSG.

Consultation with the student and Family

The School will consult with the student and their Family:

- a. when a student applies to be enrolled at the School; and
- b. following the identification of and request for an adjustment by the student and/or their family.

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