

PURPOSE

The purpose of this policy is to explain Southern Autistic 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. Southern Autistic School strives to provide a safe, inclusive and supportive school environment for all students and members of our school community.

POLICY**Definitions**

Personal attribute: a feature of a person's background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation. For example: race, disability, sex, sexual orientation, gender identity, religion etc.

Inclusion and diversity

Southern Autistic 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.

Southern Autistic 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.

Southern Autistic School will:

- ensure that all students and members of our school community are treated with respect and dignity • ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities 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.

Bullying, harassment and other forms of inappropriate behaviour targeting individuals because of their personal attributes will not be tolerated in our school community. Students, staff or community members and the wider community 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.

Southern Autistic School will take appropriate measures, consistent with its *Student Wellbeing and Engagement* and *Bullying* policies to respond to discriminatory behaviour or harassment at our school.

Southern Autistic School 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 *Engagement* policy or contact the Principal for further information.

The Inclusion Outreach Coach (IOC) is employed to support mainstream schools and base schools to provide inclusive education practice through the provision of coaching, collaboration, professional learning and support through whole school, small group and targeted interventions aimed at supporting educators to benefit all students, including students with disability and diverse learning needs.

RELATED POLICIES AND RESOURCES

- [Student Engagement- SAS policy](#)
- [Bullying and Harassment & Procedures- SAS policy](#)
- DET School Policy and Advisory Guide: <http://www.education.vic.gov.au/school/principals/spag/>
 - [Inclusive Education](#)
 - [Koorie Education](#)
 - [Teaching Aboriginal and Torres Strait Islander Culture](#)
 - [Safe Schools](#)
 - [Supports and Services](#)
 - [Program for Students with Disabilities](#)

REVIEW PERIOD

Date Implemented	October 2021
Author	Julia Sadler
Approved By	School Council
Responsible for Review	Principal
Review Date Due	October 2024