

QA5 – INCLUSION PROCEDURE

INFORMATION

We support the principles of social justice whereby children of all abilities are valued and included in all aspects of the centre and the community. We strongly support all children and families, and their right to access respectful, high quality early childhood education and care.

All children and families have a right to the same opportunities for participation, acceptance and belonging regardless of gender, age, socio-economic status, race, culture, religion, language, beliefs, additional needs and/or family structure or lifestyle.

All children, families, educators, students, volunteers and visitors are treated with respect, and appreciated as individuals with unique abilities, skills and knowledge.

The centre recognises and values the differences and similarities that exist in and between children, families, educators and the community and we will not tolerate behaviours, language or practices that label, stereotype or demean others.

RESPONSIBILITY

All team members, students, volunteers and visitors must adhere to this procedure.

PROCEDURE

ENROLMENT AND ORIENTATION

To provide all families and children with a fair and respectful enrolment and orientation process, team members will:

- Provide a tailored orientation process that supports the needs of the child and family
- Encourage the family to contact the centre during the day to see how their child is
- Encourage families to provide items from home that will feel familiar to the child, e.g. family photo, music, or transitional comfort items
- Discuss any additional support that may be required to support the child
- Be respectful of the child and family's cultural or religious values
- Provide information or access to support to assist with a child's enrolment and transition in another language
- Seek further funding or support where required for children who may need assistance on an individual basis
- Upskill, and train team members where required in ways to further support children with additional through the enrolment and orientation process.

Please note: The Approved Provider reserves the right to assess the capability and capacity of the service to provide care in unique situations.

INTERACTIONS WITH CHILDREN

Team members will:

- be respectful of a child’s needs, and cultural or religious beliefs
- monitor children’s behaviour and encourage empathy and respect towards others
- challenge stereotypes
- speak in ways that are equitable and respectful
- encourage a shared learning and understanding of different cultures
- work with external support agencies to support a child and family’s individual needs
- promote inclusive behaviours
- encourage family and community participation
- celebrate and acknowledge special occasions in meaningful ways
- accept and recognise children as individuals, and encourage pride and confidence
- provide resources for children that promote diversity
- listen to the thoughts, feelings and ideas from all children
- listen to music and songs, and read books from various cultures
- use visual aids where required to provide families with an understanding of the centres’s daily practices and routines
- work with each family to support each child and family’s unique requirements.

ACKNOWLEDGEMENTS, REFERENCES AND RESOURCES

Culturally Inclusive Practices In Long Day Care, Community Child Care Resource and Development Unit and FKA Children’s Services, 2009

Morrison, T., 2005. Encouraging inclusive behaviour. *PUTTING CHILDREN FIRST*, 14, 8-9.

DOCUMENT CONTROL

Date Reviewed	Modifications	Next Policy Document Review Date
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