

Inclusion Policy

Inclusion is the acceptance that all children are valued and respected. REED believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that *'Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.'* (2016).

REED believes that all children have the right to fully participate meaningfully while learning, playing and interacting with each other. We embrace diversity in all its forms to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their environment, community, country, and the world.

National Quality Standard (NQS)

| Quality Area 1: Educational program and practice | | |
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| 1.1.1 | Approved learning framework | Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. |
| 1.1.2 | Child-centred | Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. |
| 1.1.3 | Program learning opportunities | All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning |
| 1.2.2 | Responsive teaching and scaffolding | Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. |
| 1.2.3 | Child directed learning | Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world |
| Quality Area 2: Children's Health and Safety | | |
| 2.1 | Health | Each child's health and physical activity is supported and promoted. |
| 2.1.3 | Healthy Lifestyles | Healthy eating and physical activity are promoted and appropriate for each child. |
| Quality Area 3: Physical Environment | | |
| 3.2 | Use | The service environment is inclusive, promotes competence and supports exploration and play based learning |
| 3.2.1 | Inclusive environment | Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |
| Quality 5: Relationships with Children | | |

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| 5.1 | Relationships between educators and children | Respectful and equitable relationships are maintained with each child |
| 5.1.1 | Positive educator to child interactions | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| 5.1.2 | Dignity and rights of the child | The dignity and rights of every child are maintained |
| 5.2 | Relationships between children | Each child is supported to build and maintain sensitive and responsive relationships |
| 5.2.1 | Collaborative learning | Children are supported to collaborate, learn from and help each other |
| Quality Area 6: Collaborative partnership with families | | |
| 6.1 | Supportive relationships with families | Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
| 6.1.1 | Engagement with the service | Families are supported from enrolment to be involved in the service and contribute to service decisions. |
| 6.1.2 | Parent views are respected | The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing. |
| 6.1.3 | Families are supported | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |
| 6.2 | Collaborative partnerships | Collaborative partnerships enhance children's inclusion, learning and wellbeing. |
| 6.2.2 | Access and participation | Effective partnerships support children's access, inclusion and participation in the program. |
| 6.2.3 | Community engagement | The service builds relationships and engages with its community |

Education and Care Services National Regulations

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| 155 | Interactions with children |
| 156 | Relationships in groups |
| 157 | Access for parents |
| 77 | Health, hygiene and safe food practices |
| 78 | Food and beverages |
| 90 | Medical conditions policy |

Related Policies

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| Enrolment Policy Code of Conduct Policy Educational Program Policy Interaction with Children, Family and Staff Policy | Orientation Policy Privacy and Confidentiality Policy |
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PURPOSE

We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of everyone regardless of their abilities, race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children; families and staff are welcome, treated equitably and with respect.

SCOPE

This policy applies to children, families, staff, management, and visitors of REED Services.

IMPLEMENTATION

Our *Inclusion Policy* underpins the philosophy of REED. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in our Services. This policy aims to assist children to form positive social relationships and to learn to accept the diversity of members of our Service communities.

CREATING INCLUSION

Inclusion supports children's rights, fosters diversity and overcomes bias and barriers that may exist, preventing children from participating in experiences within our Service. Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention on the Rights of Persons with Disabilities and UN Declaration on the Rights of Indigenous Peoples. We will ensure children are provided with access to activities and environments, meaningful participation to foster a sense of belonging and opportunities to experience positive learning outcomes.

CULTURAL OR NATIONAL ORIGIN AND RACIAL IDENTITY

REED values and promotes equity, respect and awareness of different cultures. We ensure a culturally inclusive curriculum that reflects the cultural, linguistic and religious diversity of our society.

The Approved Provider will:

- Provide opportunities for staff to participate in training to promote inclusive practices
- Ensure there is a current policy that guides practices

A Nominated Supervisor/ Responsible Person /Educators will:

- access information and professional development/awareness about other cultural and racial identities, especially those relevant within the Service
- engage in critical reflection about inclusion, stereotypes and biases
- ensure our program design and delivery builds on community and cultural strengths
- develop strong partnerships with families and children to extend their individual and communities' cultural competence
- ensure children have opportunities to participate with a wide variety of resources from the daily life of a variety of families and cultures
- where possible, engage educators that reflect a variety of cultural, national origin, and racial identities
- affirm and foster children's knowledge and pride in cultural identity
- foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities
- provide children with tools to respond appropriately to bias- building on children's strengths, interests and individuality
- encourage children to ask about differences in physical characteristics
- help children to become aware of our shared physical characteristics – what makes us all human
- encourage parent input into the program and to participate on a level that they feel comfortable with, sharing their culture, and, for example, their language
- develop communication plans with families to ensure inclusion- use of interpreter/cultural support
- respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play resources, and dolls that will encourage open discussion and exploration of a variety of cultures
- provide resources that include diversity and skin tone to foster respect and understanding for people of all backgrounds
- develop an understanding of the needs, strengths, and attitudes of each culture represented at the Service
- challenge inappropriate or stereotypical conversations or remarks by children.

DIVERSITY IN FAMILY COMPOSITION

The Nominated Supervisor and educators will:

- create an environment that is welcoming to all families
- respect each family, and work in partnership to support the child's emergent identity as an individual, member of their family, our Service, and the community

- engage in simple discussions about families that focus on fact rather than values e.g. *“some children live with their mum or dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads”*.
- be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluate the effect these may have on their attitudes and interactions with families
- treat all families respectfully regardless of socioeconomic background

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

The Nominated Supervisor and Educators will:

- organise cultural competency training as required
- promote the inclusion of children’s voices in all decisions that affect them
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- invite Elders and Traditional Owners to speak to children, staff and families about the histories and cultures of the local area where possible
- an Acknowledgement of Country will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians
- encourage Aboriginal and Torres Strait Islander communities to access children services
- show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.

ABILITY

The Nominated Supervisor and Educators will:

- provide an inclusive educational environment in which all children can succeed
- engage with Inclusion Support Professionals where appropriate
- promote acceptance, respect and appreciation for individual’s varying abilities
- consult with all families and other professionals to enable full participation in the program for children with varying abilities
- evaluate and adjust the environment to provide equity of access and enable all children to develop autonomy, independence, competency, confidence and pride
- provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different
- empower children in their own learning to ensure that they gain a feeling of self-respect
- find examples in books, movies and tv shows that reflect attitudes about diversity, ability and disability

PROMOTING INCLUSION AND DIVERSITY INTO THE CURRICULUM

The Nominated Supervisor and Educators will:

- promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests
- assist educators with the development of required skills and knowledge for working with all children and families.
- work with Inclusion Support Professionals to assist in the inclusion of children who may require support to fully participate in the program
- explore the values and uniqueness of the diversity within the Service. These opportunities will form part of the curriculum.
- treat children with respect by answering their questions honestly
- adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum
- provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity
- reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met
- involve families in the planning of learning opportunities reflective of their culture.

PROMOTING AND SUPPORTING CHILDREN'S HOME LANGUAGES

The Nominated Supervisor and Educators will:

- acknowledge that the use of children's home language underpins their sense of identity and conceptual development (EYLF)
- promote and support children's home languages in the Service
- present books that reflect different languages and children's first language
- create an environment which supports natural language learning and interaction
- assist parents to understand the value and importance both their home language and English
- engage in professional development about cultural diversity and building linguistic capacity

Source

Anti-Discrimination Board of NSW: <http://www.antidiscrimination.justice.nsw.gov.au/>

Australian Children's Education & Care Quality Authority. (2014).

Australian Government Department of Education, Skills and Employment (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA) (2016) *Statement on the Inclusion of every child in early childhood education and care*

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). *Position statement on the inclusion of children with disability in early childhood education and care*.
http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf

Education and Care Services National Law Act 2010. (Amended 2018).
[Education and Care Services National Regulations](#). (2011).

Family Matters Queensland Our Way A generational strategy for Aboriginal and Torres Strait Islander children and families 2017-2037 <https://www.communities.qld.gov.au/resources/campaign/supporting-families/our-way.pdf>

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (Amended 2020).

Narragunnawali: Reconciliation in Education Welcome to Country. <https://www.narragunnawali.org.au/>

Revised National Quality Standard. (2018).

Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education
Evidence Paper Practice Principle 4: Equity and Diversity
<http://www.resourcingparents.nsw.gov.au/ContentFiles/Files/diversity-in-practice-tipsheet-5.pdf>

Review

| Policy Reviewed | Modifications | Next Review Date |
|-----------------|--|---------------------|
| October 2024 | Minor changes | October 2025 |
| October 2023 | <p>Changed to Inclusion Policy from Anti-Bias and Inclusion Policy</p> <p>Replacing Cultural Diversity, Additional Needs, Gender Equity and Culturally and Linguistically Diverse Policies.</p> <p>Changed minor wording</p> | October 2024 |
| August 2022 | No Changes | August 2023 |
| August 2021 | Introduction amended, restructure of policy, additional points added | August 2022 |

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| February 2020 | Minor reformatting, Sources alphabetised and updated | February 2021 |
| January 2019 | Policy developed by REED management | January 2020 |