

ARMIDALE OUT OF SCHOOL HOURS CARE

Inclusion Policy

| | |
|---|--|
| <p>Related documentation Policies:</p> <p>Regulations/ Standards:</p> <p>Related procedures:</p> <p>References:</p> | <p>Code of Conduct, Interactions with Children. Providing a Child Safe Environment.</p> <p>Education and Care Regulations 90, 93, 96, 102, 157, 159, 160, 161, 162, 177,181 NQS: Areas 1, 5 & 6</p> <p>Confidentiality, Management of Records</p> <p>Belonging, Being and Becoming: The Early Years Learning Frameworks for Australia. Early Childhood Australia Code of Ethics, SNAICC www.snaicc.org.au, Gowrie NSW Inclusion Agency & K.U Children’s Services Inclusion Support Agency</p> |
| Date Effective: | November 2023 |
| Date for review | November 2025 |
| Purpose | <p>To provide guidelines to assist in the implementation of inclusive practices that show respect for the diversity of all service partners.</p> <p>To reduce bias and reflect the diverse nature of Australian society.</p> <p>To create an environment that supports and respects the strengths, abilities, interests and cultural practices of children and families.</p> <p>To offer children and families a programme which is based upon the principle of social justice.</p> |
| Responsibility | Directors, Management, Nominated Supervisors and Educators |

Key information:

Armidale Out of School Hours Care recognises that discrimination is a barrier to education; we are committed to assisting children to develop the skills to challenge bias and discrimination.

We will use our best endeavours to ensure that our serviced is free of all forms of discrimination by endeavouring to provide all children with the same opportunities and experiences to assist them to develop meaningful social relationships and life-long learning skills.

Our Management, Nominated Supervisors and Educators will display positive behaviours; making the environment welcoming to all children and families.

Aboriginal, South Sea Islander and Torres Strait Islander Perspectives:

We acknowledge the loss of family, cultural identity, land, language and community of Aboriginal, South Sea Islander and Torres Strait Islander (people) and our Board of Directors, management and staff are committed to providing an inclusive environment as well as culturally appropriate resources into our programmes.

Procedures

Management, Nominated Supervisors and Educators should:

- Recognise and show respect for differences as well as similarities in all people, not just within AFDC, but within the wider community;
- Recognise the importance of the family in the child's life and respect the family's beliefs, attitudes and values in reference to caring for their child;
- Use their best endeavours to learn about the family, endeavouring to understand their specific needs;
- Foster open communication with families about their children's cultural, social and physical needs;
- Encourage families to share their home culture with a view to gaining ideas about how the family culture can be included in day-to-day programming;
- Use non-biased terms when discussing gender and culturally related issues;
- Endeavour to represent children of different cultures and backgrounds in play materials and resources;
- Model behaviours and values of gender equity;
- Genuinely incorporate inclusive perspectives in the Service a philosophy, policies and procedures.