ARMIDALE & DISTRICT FAMILY DAY CARE

Inclusion Policy

Related documentation **Policies:**	Code of Conduct, Interactions with children (Promoting children's resilience and wellbeing), Educational Program and Practice, Recruitment of Educators & Social Media
Regulations/ Standards:	Education and Care Regulations 90, 93, 96, 102, 157, 159, 160, 161, 162, 177,181 NQS: Areas 1, 5 & 6
Related procedures:	Placement, Management of Records
References:	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
	November 2023
Date for review	November 2026
Purpose	To provide Management, Coordinators and Educators with guidelines to assist them to implement inclusive practices that show respect for the diversity of all service partners. To reduce bias and reflect the diverse nature of Australian society. To create an environment that supports and respects the strengths, abilities, interests and cultural practices of children and families. To offer children and families a programme which is based upon the principle of social justice.
Responsibility	Directors, Management, Coordinators, Educators and families.

Key information:

Armidale & District Family Day Care (AFDC) recognises that discrimination is a barrier to education; we are committed to ensuring children develop the skills to challenge bias and discrimination.

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

AFDC Management, Coordinators and Educators will display positive behaviours, making the environment welcoming to all children and families.

Aboriginal, South Sea Islander and Torres Strait Islander Perspectives:

AFDC acknowledges the loss of family, cultural identity, land, language and community of Aboriginal, South Sea Islander and Torres Strait Islander (people) and our Coordination team is committed to providing information from Aboriginal perspectives to Educators to be included in their programmes.

Procedures

Management, Coordinators 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, providing Educators with ideas about how the family culture can be included in their 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.