

Inclusion and Anti Bias Policy

NQS

QA3	3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
QA5	5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	5.1.3	Each child is supported to feel secure, confident and included.
QA6	6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	6.3.3	Access to inclusion and support assistance is facilitated.

National Regulations

Rags	155	Interactions with children
	156	Relationships in groups
	157	Access for parents

EYLF

LO1	Children feel safe, secure, and supported
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
	Children develop knowledgeable and confident self identities
	Children learn to interact in relation to others with care, empathy and respect

Policy Statement

Seaford District Community Children's Centre educators acknowledge the importance that equity, inclusion and diversity play in making decisions about our Early Childhood Education and Care service. We respect the individuality of all children and families and recognise that individuals have their own principles, beliefs and capabilities. Inclusion is seen as a continuous process that enables each individual opportunity for acceptance and participation in their community. We work in partnership with families and professional organisations to provide meaningful and relevant educational experiences that support inclusion of children and families of all abilities and diverse cultural backgrounds. Inclusion promotes equality through opportunity, engagement and diversity.

Implementation

As per the National Quality Standard our service positively responds to and welcomes

children with additional needs who -

- are Aboriginals or Torres Strait Islanders
- are recent arrivals in Australia
- have a culturally and linguistically diverse background
- live in isolated geographic locations
- are experiencing difficult family circumstances or stress
- are at risk of abuse or neglect
- are experiencing language and communication difficulties
- have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder
- have a medical or health condition
- demonstrate challenging behaviours and behavioural or psychological disorders
- have developmental delays
- have learning difficulties
- are gifted or have special talents
- have other extra support needs.

We understand that additional needs arise from different causes, and that causes require different responses. Any child may have additional needs from time to time. We recognise that additional needs may be temporary or for a lifetime.

Priority of Access

Child care places will be allocated in accordance with the Australian Government Priority of Access guidelines.

Learning Environments

The Centre will create and maintain an environment where everyone feels welcome and comfortable. We will have adequate clear, uncluttered space for children to safely move around and to use facilities such as toilets, wash basins and outside areas. Storage space will be available for extra equipment when not in use.

- The service environment and equipment will be designed or adapted to ensure access and participation by every child in the service to support the inclusion of children with additional needs.
- The indoor and the outdoor environment will be suitable for children with additional needs.
- The service will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and equipment such as books and games will reflect positive inclusion and children with additional needs in the community.
- The service will work with external professionals and families to ensure that learning environments are most suited to each child with additional needs and children and families from culturally diverse backgrounds. We will also involve children in this process. Where appropriate, the service will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.
- Children may have sensory sensitivities to pressure, texture, smell, noise, visual expectation of the environment or colour which may need to be considered in the environment.
- Children will be encouraged to feel safe and secure during their education and care at the service by developing trusting relationships with educators, other children and the community.

Positively Promoting Each Child's Personal Ability

Our service wants children to develop to the best of their personal ability. Our philosophy highlights our commitment to equity and fairness for all children. Every child in our service is an individual and we aim to promote and encourage this by:

- Our commitment to ensuring each child is able to fully participate in their education and care at the service.
- Helping children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Enabling children to develop autonomy, independence, competency, confidence and pride.
- To provide all children with accurate and appropriate material that provides information about the additional needs of others.
- Providing educators of a high calibre who encourage children to experience active any energetic play in order to develop their physical potential.
- Presenting children with a wide range of male and female work roles, both within the home and the workplace, including nurturing roles.
- Encouraging children to develop friendships with each other based on mutual trust and respect.
- Including in our program and curriculum, and the physical environment, an awareness of cross-cultural and non-discriminatory practices.
- Using a program that is based on a child's development and that is also relevant to the children's life experiences, interests and social skills.
- Encouraging parents from non-English speaking backgrounds to contribute their knowledge and culture to the service to enhance the program.
- Making it clear to children through all educators that it is not acceptable for a child to say or do unfair things to another person and that if this does occur a staff member will firmly step in.
- Educators will familiarise themselves with, and share knowledge about, the specific communication needs of each child. This will include verbal and non-verbal communication skills and cues. Where applicable, this may include things such as sign language and or learning key words in the child's home language.

Program

- Programs are adapted to reflect diversity. Programs that reflect the cultural, linguistic and developmental needs of children and families provide safe and nurturing environments that assist the transitions for both children and their parents.
- The program will be well rounded and meet the individual developmental needs of all the children. All children are able to participate, learn and experience success. Opportunities for spontaneous fun and positive social interactions will be encouraged and promoted.
- The program will recognise, enjoy and encourage children's differences and meet the needs of all the children, irrespective of their differences. An inclusive program is one where all individuals are seen as having a right to be involved and to be respected members of the community.
- Experiences will be incorporated that will assist children in recognising that all people are unique and special and encouraging them to welcome

differences and similarities.

- All children will have the opportunity and be encouraged to participate in all activities and experiences throughout the day.
- The program will provide experiences within the centre that children can relate to their home life experiences.
- Specialists and other professionals will be involved within the centre to assist Educators in providing meaningful and relevant experiences to all children.

Equal Opportunities

We treat all individuals with respect and give them equal opportunities. We respect and promote the cultural and social backgrounds of each child and family. We understand that to be socially inclusive that young children need support and guidance including role modeling of the adults in their lives. We will support and guide young children as they learn pro social behaviour including developing an understanding of fairness and sense of right and wrong. We foster respectful healthy relationships with children and their families and co-operative play between children.

Cultural Diversity

A child's cultural identity and heritage is fundamental to identify, self esteem and well being. We will

- support children to value their own culture.
- encourage participation by families and children from culturally and diverse backgrounds to share their knowledge.
- access a range of culturally familiar resources for self initiated play.
- develop an awareness, acceptance, and respect of other culture through our program.
- provide inclusive programs that meaningfully engage all children.
- appreciate language and literature of other cultures.

Aboriginal and Torres Strait Islander

At Seaford District Community Children's Centre we are committed to learning about Aboriginal and Torres Strait Islander culture. Access and inclusion of Aboriginal and Torres Strait Islander children in our program is supported by

- valuing Aboriginal and Torres Strait Islander culture
- understanding Aboriginal and Torres Strait Islander culture child rearing practices.
- meeting the families expectations for their child socially and educationally.
- involving Aboriginal and Torres Strait Islander families in decision making, valuing their contribution and keeping them informed of centre activities.
- creating an active learning environment.

We will provide our educators with professional development and a positive appreciation for Aboriginal and Torres Strait Islander culture. Including exploration of the ongoing impacts that colonisation and dispossession have on Aboriginal and Torres Strait Islander Australian peoples to this day.

Additional Needs

We will create an environment where all children can actively participate in all aspects of the program regardless of physical abilities, language, learning or behavioural difficulties, health needs, are gifted or are at risk of abuse or neglect.

Through our enrolment procedure we will

- gather information from families and work as a partnership.
- develop health care plans.
- consult with families, doctor, therapists.
- make referrals to relevant agencies.
- apply for funding and seek available resources.
- provide staff training.
- identify and adapt the environment to promote interactions between all children.
- identify and purchase equipment so all children can access all resources and activities.
- educate the children about the abilities of new children and their needs for acceptance and friendship.
- program for all children using their interests and abilities, information from families and relevant professionals.
- ensure information is exchanged and recorded.

Gender and Stereotypes

We encourage both boys and girls to participate in a wide range of experiences believing they are equally competent and welcome. We encourage children to

- communicate positively with each other.
- develop and extend their talents regardless of gender.
- play using anti bias resources and language.
- have a choice of friends.
- have a choice of play space.
- freely express their emotions.

Educators

Educators will

- act as role models.
- discuss and challenge sexism and stereotyping in play, books etc.
- share their time equitably between all children.

The Centre will

- provide staff training to develop a cultural awareness for cultures represented in our community.
- seek to employ Educators with cultures that reflect our community.
- treat all children as equals and encourage them to treat each other with respect and fairness.
- role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.

Families

Educators will work in partnerships with families in order to provide a program that is relevant to their children. Parent participation is encouraged and valued as it will enhance the overall program. We will provide opportunities for children to discuss and evaluate their feelings about discrimination.

Professional Support Services for Children

Gowrie SA is the Inclusion Agency for SA who provides service through the Inclusive Support Program which is funded by the Australian Government. The service can lodge an application for funding for additional support workers through the ISA. Funding will be granted when the child meets specific criteria.

http://www.gowriesa.org.au/sites/default/files/ISP_Request-for-service_form.pdf

- Our service will not hesitate to access external professional support services for children with additional needs.
- Educators will liaise with the Director to ensure the needs of each child are met throughout their education and care at the service.
- The service will use the Enrolment Form to gather information about children with additional needs. Educators will encourage families to update this information throughout the year and families are responsible for passing on information from any professional support services accessed outside of the service. This will promote the continuity of learning for each child.
- Information gathered about children with additional needs may be used to develop an individual support plan that will be kept on file at the service and shared with families, the child's medical practitioners and/or professional support services and where appropriate the child's local school if known by the family.
- The service will work with local schools to help children with additional needs transition. We are open to sharing information about the additional needs of children to promote continuity of learning.
- Educators will remain positive, open-minded and honest at all times.

Source:

**Education and Care Services National Regulations 2011
National Quality Standard
Early Years Learning Framework**

Aboriginal Resource and Multicultural Unit www.networksa.org.au

Inclusive Directions www.directions.org.au

Margaret Sims, 1999, <http://www.questia.com/library/journal/1G1-55198475/what-we-believe-is-what-we-do>

The anti-bias approach in early childhood Journal of Early Childhood, vol.24, no 2 1999
FindArticles.com. 24 Oct, 2010.

Early Childhood Australia (ECA) *The Code of Ethics*.2006

http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_codeof_ethics.html