

GUIDING PRINCIPAL INCLUSION

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY
QUALITY AREAS 5: REALATIONSHIPS WITH CHILDREN

Introduction:

PCYC- Out of School Hours will provide an environment that is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person.

Children are encouraged to develop their own sense of identity and educators will facilitate this in a way that embraces the needs and abilities of each child (My Time, Our Place Outcome 1). Educators will ensure that children become aware of fairness and equity and have opportunities to practice challenging bias in their play (My Time, Our Place Outcome 2). The service involves the community to assist educators and children to understand and accept the range of cultures and abilities of members of the local community. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators and other families and cultural competence in children will be fostered. The service will ensure that appropriate inclusion support services are accessed and families are referred to them in order to support children's well-being and full access to the program.

Governance:

- All educators (whether casual, part time or full time) are subject to the policies and procedures in governing PCYC- Out of School Hours.

Definition:

- Educators: Staff who hold qualifications in Children Services
- Staff: Staff who don't hold any qualifications in Children Services

Policy

Inclusive Practices

- Educators will actively seek information from children, families and the community about their cultural traditions, customs and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure continuity of care of the child.
- Educators will obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and multicultural heritage.
- Educators will be sensitive and attentive to all children and respect their backgrounds, gender, unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and the cultural diversity of the broader community, and ensure children's individual needs are accommodated at the service.
- Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service. This may require the assistance of specialty services, adaptation of the environment, changes to routines and educator arrangements in order to facilitate inclusion. The service will achieve this in collaboration with the child's family.
- Educators will treat all children equitably and encourage them to treat each other with respect and fairness.
- Educators will act as positive role models by encouraging all children to be involved in a variety of activities, regardless of gender.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.
- Children will never be singled out, or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours.
- The program will include experiences for the children that are not based on sex role stereotypes.
- Resource materials and equipment used in the service will, as far as possible, be non-stereotyped.

- Families will be consulted in the development of holistic programs that are responsive to children’s lives, interests, learning styles, genders and reflect children’s family, culture and community.
- Educators will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:
 - 1) Encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;
 - 2) Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs;
 - 3) Accessing and using a range of resources (including multicultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.

Educator recruitment and professional development

- Wherever possible, our service will aim to recruit educators from diverse cultural and linguistic backgrounds that reflect the cultural diversity of our community and to employ educators from both genders.
- The nominated supervisor and educators will attend professional development that builds awareness of their own cultural beliefs and values, increases their cultural competence and helps them to challenge discrimination and prejudice.
- All educators will be provided with a copy of the Outside School Hours Care Code of Professional Standards.

Inclusion Support Agencies

- The service will access bicultural support workers when necessary and/or telephone translation services and provide information on aspects of the service in languages that are spoken in the local community to assist in communicating with families from diverse cultural backgrounds.
- The service will access additional support, assistance and resources for children with additional needs including children from diverse cultural backgrounds, children with high ongoing support needs and Aboriginal and Torres Strait Islander children.
- Educators will talk to children’s families about any concerns they have and offer the family links to other support services within the community such as Inclusion Support Agencies; Community Health Services etc.
- Educators will work with families, inclusion support agencies and other specialists associated with the child to develop individual support plans.

- Educators will take each case on an individual basis if they can arrange to meet the child's needs. Where staffing availability or the facility do not meet the needs of families, funding or alternate care providers may be sought.

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Review Date: March 2020

Documents Considered:

Education and Care Services National Law 2010

Education and Care Services National Regulations (73, 74, 75, 76, 155, 156, 168.)

National Quality Standards (1.1, 1.2, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3.)

Providing a Child Safe Environment

Confidentiality

Enrolment & Orientation

Interactions with Children

Management of Complaints

NSW Anti-Discrimination Act 1977

UN Convention on the Rights of the Child

My Time, Our Place: Framework for School Age Care

Code of Professional standards

PCYC-Out of School Hours philosophy