



INCLUSION POLICY

POLICY STATEMENT:

Coowarra OOSH aims to recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program.

All activities and behaviour in the centre will be considerate of the cultural and linguistic diversity of the families within the community. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

PROCEDURES:

- Educators shall accept and value every parent and child regardless of race, cultural background, religion, gender or ability or sexual preference of parents.
- Educators will make themselves aware of the specific cultures represented in the families and general community of the centre.
- No discrimination will be made against any family or child due to their culture, race or sexual preference.
- Educators will not be judgemental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns)
- Educators will ensure parents have confidence in the centre's quality of care for their child by seeking information regarding their cultural issues.
- Educators will encourage feedback and input from parents in relation to the program, policies or other issues in the centre, which are affected by the families' culture or race.
- Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program.
- All educators will undertake training and sharing of information regarding the various cultures and multicultural programming.
- Educators are encouraged to share knowledge of their own cultures with other staff, parents and children and to incorporate this into the program.
- Contact should be made with the ISA team in the local area for support, assistance and ideas on inclusion and support.
- All activities and behaviour in the centre will be considerate of the cultural and linguistic diversity of the families within the community.
- Where possible parent information will be translated into other languages or a translating service used.



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- Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.
- Educators shall research and gain ideas regarding appropriate activities to be incorporated in the program.
- Educators should be aware of and ensure that festivals and celebrations of many cultures are included in the program.
- Cultural awareness should be integrated throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences in our society.
- All activities in the centre will be checked to ensure that negative and discriminating images of particular cultures or life-styles are avoided.

Educators will:

- treat all children equitably and encourage them to treat others with respect and fairness.
- act as positive role models by encouraging all children to be involved in a variety of activities.
- encourage acceptance and understanding.
- create a culture of belonging for the children, families, and staff where their diverse identities, backgrounds, skills, experience and interests are valued and respected.
- make certain negative and discriminating images of cultures or lifestyles are never used.
- undertake training and sharing of information to create an inclusive environment.
- obtain and use resources that reflect the diversity of children, families and the Community and increase awareness and appreciation of Aboriginal and Torres Strait Islander and multicultural heritage. The program will:
 - embed activities and experiences that educate the children on the similarities and differences in culture, race and religion that are culturally sensitive as per our Programming Policy.
 - as far as possible, use resources and materials, that are non-stereotypical, allowing for everyone to join in regardless of ability, whilst respecting that some cultures have specific gender ideals that will need to be considered.

Children will be encouraged to:

- build relationships based on respect, fairness, acceptance, cooperation, and empathy.
- develop their own sense of identity.
- share their knowledge, experiences, thoughts, ideas, views and opinions.



Inclusion Support Agencies

- Wherever possible we will access bicultural support workers when necessary and/or telephone translation services and provide information on aspects of the Organisation in languages that are spoken in the local community to assist in communicating with families from diverse cultural backgrounds.
- We will access additional support, assistance, and resources for children with additional needs including children from diverse cultural backgrounds, children from non-English speaking backgrounds, children with high ongoing support needs and Aboriginal and Torres Strait Islander children.
- Educators will communicate with families about any concerns they have and offer the family links to other Support Services within the community such as Inclusion Support Agencies and Community Health Services etc.
- Staff will work with families, Inclusion Support Agencies and other specialists associated with the child to develop individual Support Plans.

Management will, where possible provide experienced and qualified staff to care for the individual needs of children, however, if we do not have the capacity to care for, or meet the individual needs of any child, we will consult with the child's family and try to find an alternative care arrangement that has the capacity to meet the specific care needs of their child.

CONSIDERATION:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation
<u>National Law</u> 13 Matters to be taken into account in assessing whether fit and proper person 161 Offence to operate education and care service without nominated supervisor 161A Offence for nominated supervisor not to meet prescribed minimum requirements 162 Offence to operate education and care service unless responsible person is present 162A Persons in day-to-day charge and nominated supervisors to have child protection training 165 Offence to inadequately supervise children 168 Offence relating to required programs <u>Regulations</u> 55 Quality improvement plans	QA 1 Educational Program & Practice 1.1 Program 1.1.2 Child Centred 1.2 Practice 1.2.1 Intentional teaching 1.2.2 Responsive teaching and	- Parent Handbook - Staff Handbook - Code of Conduct - Medical Conditions - Conditions of Employment - Medication Administration - Enrolment - Programming Policy - Equipment and Maintenance - Staff Professionalism - Anti-Discrimination Act 1977 (NSW) - The Fair Work Act 2009 - Children and Young Persons (Care and Protection) Act 1998 - The Privacy and Personal Information Protection Act 1998 - Children and Young Persons (Care and



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<p>73 Educational program 118 Educational leaders 155 Interactions with children 156 Relationships in groups 157 Access for parents 168 Education and care service must have policies and procedures</p>	<p>scaffolding 1.2.3 Child directed learning</p>	<p>Protection) Act 1998 - Section 13 – Aboriginal Child and Young Person Placement Principles - UN Convention on the Rights of the Child - The Equal Opportunity Act 2010 - Australian Institute of Aboriginal and Torres Strait Islander Studies</p>
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<p>UPDATED AND ENDORSED: January 2023 DATE FOR REVIEW AND EVALUATION: June 2027</p>
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