

Intereach Children's Services

Inclusion and Diversity Procedure



Applies to	Intereach Family Day Care (FDC) and Intereach Out of School Hours (OOSH)				
Policy	NQS Six: Collaborative Partnerships with Families and Communities Policy				
Version	2.0	Date approved	16/8/2023	Next review date	16/8/2026

1. Objective

Intereach staff and educators aim to help children develop their full potential regardless of their sex, expressed gender identity, cultural background, race, family unit, religion or level of ability. Children will be treated equally and equitably and provided with equitable access to all materials and equipment. Inclusion is acknowledged as an approach where diversity and differences is celebrated. Staff and educators will hold high expectations for the learning and development of all children, recognising that every child treads an individual learning path and will progress in different and equally meaningful ways.

Intereach staff and educators recognise that children who experience relationships that are built on trust, respect, fairness, acceptance, cooperation and empathy are given the opportunity to develop these qualities themselves. Quality interactions increase a child's knowledge and understanding of themselves and each other as unique individuals.

Intereach staff and educators recognise the diversity of the Australian culture and will strive to foster an awareness and acceptance of all children and families through the thoughtful integration of a variety of culturally diverse and anti-biased activities in the program.

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

Inclusion involves providing children with disabilities access to a wide range of learning opportunities, activities, settings, materials, and environments. In many cases, simple changes in the schedule, an activity, or the room can provide Access, Participation, and Supports for a child with a disability.

2. Responsibilities

It is the responsibility of the Nominated Supervisor to:

- promote an environment that supports inclusion and celebrates diversity;
- monitor and support the educators to consider all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making;
- encourage each service to have sufficient resources to allow educators to respectfully respect Aboriginal and Torres Strait Islander histories and experiences;
- promote appropriate training to:
 - promote each educator's personal cultural responsiveness and capacity to embed culture in teaching practice; and,
 - build a culturally responsive service.

Intereach Children's Services Inclusion and Diversity Procedure

It is the responsibility of educators and staff to:

- be proactive in fulfilling the requirements of this procedure and related legislative requirements;
- interact with all children and adults in a way that conveys mutual respect, equity and recognition of each other's strengths and skills;
- assist in building an environment that supports inclusion and celebrates diversity;
- foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities;
- ensure no child or family is discriminated against on the basis of their sex, expressed gender identity, culture, race, religion, ability, income, marital status or sexual identity;
- show sensitivity to and respect for the diverse range of family structures, social values and child rearing practices evident with the service's families with the exception of child protection concerns;
- acknowledge the right of all children to maintain their language and culture while benefiting from good quality educational programs which take into account the cultural, linguistic, financial and religious diversity of the community;
- participate in appropriate training and additional resources to meet additional needs;
- acknowledge that cultural diversity is positive and integrate cultural awareness throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences within our society; and,
- ensure the purchasing of equipment and resources supports and reflects the abilities, diversity and backgrounds of children, families, educators and the community;

3. Procedure

3.1. General

Educators and staff are committed to provide an inclusive environment for all children and promote cultural diversity within the service delivery.

- Children are presented with a variety of positive experiences, which are not based on gender role or cultural stereotypes, and by using a range of materials and equipment (Presenting negative or discriminatory images are avoided).
- A highly engaging learning environment, that includes a range of materials and activities where all children can be challenged according to their current capacities, strengths and interests is provided.
- The value of play is recognised as a major avenue of learning for all children, while also recognising that some children may need additional support(s) and assistance in developing and utilising play skills.
- A balance of small and larger group experiences are arranged, both vigorous and quiet, so that all children, at their own levels, can be active and interactive participants.
- A learning environment is structured to support all children to participate together in a variety of activities, across a range of learning and development areas.
- Collaborative partnerships with colleagues are initiated regarding children's ongoing learning and development.
- Children are assisted in understanding that they can participate in all experiences in spite of their cultural differences.

Intereach Children's Services Inclusion and Diversity Procedure

- Children are supported to work together to communicate, to generate ideas and solve problems.
- Being aware of festivals and celebrations of many cultures and ensure these are included in the program, with particular emphasis on celebrations of families using the service;
- Families' confidence is built in the service's quality of care for their child by seeking information regarding their cultural and or spiritual needs.
- Feedback and input from families are encouraged in relation to the program, policies or other issues in the service, which are affected by the family's identity, culture or race.
- Being aware of any issues or behaviour, which may be offensive to other cultures and seek to avoid possible offensive behaviour.
- Each child is treated as an individual and his/her own additional needs are supported through the program by working closely with any relevant specialists and aides.
- Resources and equipment respectfully reflect Aboriginal and Torres Strait Islander histories and experiences.
- Inclusion of children from diverse backgrounds and capabilities are supported in collaborative play, projects and experiences with others.

3.2. Expectations of Families

Intereach encourages Family members of children enrolled with Intereach Children's Services to:

- communicate positively with children, educators and staff (i.e. always speak in respectful tones and use positive language);
- display respect for all people while at the service and use appropriate language that will not intimidate or humiliate educators, staff, children or other visitors;
- respect the right of all children to maintain their language and culture of all children in the service;
- respect the rights and privacy of other families in the service, understanding that parenting styles will vary;
- be a positive role model to children at all times when at the service;
- be tolerant of cultural differences, differing needs, abilities and personalities of stakeholders of the service;
- respect the routines and guidelines for the children attending the service; and,
- under no circumstances approach a child, educator or any other person at the service in a confrontational, intimidating or discriminative manner.

4. Monitoring, evaluation, and review

This procedure will be reviewed every three years and incorporate feedback and suggestions from children, families, educators, coordinators, volunteers, and students.

5. National Quality Framework

Elements	Concept	Descriptor
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Intereach Children's Services Inclusion and Diversity Procedure

Elements	Concept	Descriptor
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.

6. Procedure

6.1. Standards or other external requirements	Australian Children's Education and Care Quality Authority (2017). <i>National Quality Standards</i> . Australian Children's Education and Care Quality Authority (2017). <i>Guide to the National Quality Framework</i> . Early Childhood Australia (2016), Code of Ethics.
6.2. Legislation or other requirements	Education and Care Services National Regulations consolidated 2017 Education and Care Services National Law Act 2010 Child Safe Standard NSW Child Safe Standard VIC
6.3. Internal Documentation	Intereach Code of Conduct Policy Enrolment Form Intereach Diversity Statement Poster Intereach Child Safe Code of Conduct Intereach Child Safe Code of Conduct Poster

7. Document control

Version	Date approved	Approved by	Next review date
1.0	30/07/2020	R. Phillips - Acting Senior Manager, Children and Family Services	30/07/2023
2.0	16/08/2023	M. Piffero - General Manager, Operations	16/08/2026