



Inclusion Policy

Review Date: 01/12/2027

Introduction

Evans Head Preschool Association Inc. acknowledges that institutional and social norms imply that one's lifestyle choice or circumstances is superior or preferred to others.

This implication directly, or indirectly, can lead to discrimination and marginalisation of those who lay outside the most powerful groups.

In line with our Core Values, Evans Head Pre-School Association Inc. promotes social justice and actively teaches anti-bias curriculum.

Definitions

Diversity

Diversity encompasses a wide variety of individuals and family types including:

- Ethnic or cultural background;
- Varying abilities;
- Religion;
- Sexual orientation;
- Gender identity ;
- Family groupings.

Belonging

Children within our community may have their sense of belonging and/or identity connected to any number of diverse groups (above).

It is the right of every child to feel love and pride for their family. All children need to see their family honoured by seeing it reflected in a positive light in the centre's program and resources, not just those of the majority.

Inclusion is not just treating everyone the same, it is providing the necessary supports to enable every individual FULL access, participation and visibility within the program and our community.

Inclusion from a child's perspective means ...

- I always feel welcomed.
- People understand that I am different but also the same as others.
- People acknowledge that at times my identity presents a challenge to others who are different to me but you make me feel a part of the group.
- I have advocates to support my identity and stand up for and with me.
- Who I am is reflected across all aspects of the environment and curriculum.
- You talk about who I am in a way that respects me and my family, not just to me but the whole group.
- You teach me about other forms of identity.
- You challenge me to be fair and accepting of others.
- I have an equal voice in the group.
- You celebrate who I am as much as you celebrate others.
- Me and my family are allowed to "be who we are" without feeling threatened and ashamed.

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Celebration

As a community, we choose to celebrate rather than tolerate difference and diversity. We celebrate the richness that diversity brings to our community and what we can learn from one another (without judgement or comparison of differences which may sometimes be associated with "tolerance").

Child Safety and Inclusion

Aligned with the **NSW Child Safe Standards**, we will:

- Uphold **children's rights to safety, participation and inclusion**, particularly those at higher risk of exclusion or harm.
- Ensure inclusive practices for children with disability, those from culturally and linguistically diverse (CALD) backgrounds, LGBTQIA+ families, and children in vulnerable circumstances.
- Provide **accessible communication** and programming.
- Create environments where children feel safe to disclose concerns or seek help.
- Ensure inclusive, non-discriminatory **behaviour guidance** practices that uphold the child's dignity (per NQS 5.2.2 & 5.2.3).
- Empower children with **protective strategies**, agency, and voice.

Roles and Responsibilities

The Approved Provider will:

- Ensure that policies reflect current research and promote a positive, welcoming climate within the service for all employees and families as well as those considering future involvement.
- Carry out all decision making in a professional manner, being mindful of any personal bias or conflicts of interest so that they act in the best interests of all children.
- Communicate and act so as to be welcoming, respectful and supportive of all families and employees.
- Display symbols which signify safety and refuge to marginalised people e.g. the Aboriginal flags and colours, the Rainbow flag, the Welcome Here Rainbow Sticker, etc.
- Ensure that educators receive cultural competency training as part of their professional development.

The Nominated Supervisor will:

- Inform the Management Committee of current research, language, etc. to assist their understanding of social justice and equity issues in a confidential manner, where necessary.
- Actively seek out funding to make staffing provisions, secure resources or capital works to practice inclusive programming for children with additional needs to fully participate in the curriculum with their peers.
- Ensure that inclusion is covered in the orientation process with new staff, students and volunteers.
- Promote a safe, supportive environment in our preschools for all by:
 - › Enacting the Staff and Parent Codes of Conduct;
 - › Ensuring that educators receive cultural competency training as part of their professional development plan.
 - › Inform written (including policies, forms, etc) and verbal interactions with current and prospective families in ways that respect all abilities, cultural and religious backgrounds, different family structures, sexual and/or gender identities.
- Advocate for groups or individuals who require support to access services or to fully participate in life and the community.

The Educational Leader will:

- Be well read in social justice issues and establish connections within the community in order to seek advice on matters of cultural protocol, gender identity, ability, religious beliefs, etc., so as to lead respectful and well informed curriculum design.
- Use their experience and skills to observe, model, mentor and supervise educators in:
 - Critical reflection;
 - Culturally competent programming and interactions with children and families;
 - A holistic assessment, planning, documentation and evaluation process;
 - Maintaining a learning environment which reflects our inclusive practice through choice of resources and regarding the prominence of displays of materials and symbols of significance to diverse groups within our community.
- Cover inclusion within the orientation process of new staff, students and volunteers.
- Support educators to meet the challenges to provide for children's diverse needs within the mainstream program.
- Actively advocate for children's rights and for minority groups' rights.

Educators will:

- Use ongoing reflective practice to question who is included/excluded in relationships, language, routines and curriculum.
- Embed resources and learning experiences within the program which reflect and celebrate all walks of life in its rich diversity (including abilities, family structures, culture, religion, gender or sexual orientation and lifestyle choices) in an equitable manner.
- Being mindful of tokenism and "othering" when designing and delivering learning experiences and resources.
- Seek out professional learning, ask questions, be open to the observations/mentoring of colleagues and engage in critical reflection of any personal bias and/or outdated pedagogy. Display a willingness to learn new ways of relating to others, programming and documentation.
- Encourage critical thought processes in children which challenge engrained socially constructed concepts of normality leading to the marginalisation of minority groups.
- Actively affirm the identify of children and the families who fall into minority groups and respond to children's questions and enquiries about diversity of people and families from an anti-bias perspective, fostering values such as empathy, respect, acceptance and encouragement.
- Work as a team to provide for diverse abilities within the program from a strength's perspective.
- Take on the role of advocate for children and for minority groups' rights.

Statutory Legislation and Considerations

NSW Child Safe Standards (Office of the Children’s Guardian)

National Principles for Child Safe Organisations

United Nations Convention on the Rights of the Child (UNCRC)

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

Anti-Discrimination Act 1977

Australian Human Rights Commission Act 1986

Education and Care Services National Regulations 2011, 155, 156

Disability Discrimination Act, 1992

Racial Discrimination Act, 1975

Sex Discrimination Act, 1984

Age Discrimination Act, 2004

Sources

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Early Childhood Australia’s Code of Ethics

Related Policies

- ▶ Staff Code of Conduct
- ▶ Parent/Guardian Code of Conduct
- ▶ Equal Opportunity Employment
- ▶ Reconciliation Action Plan

Evaluation

This policy will be updated whenever feedback or a complaint is received which may improve systems. Otherwise, it will be revisited every two years. Feedback will be used to ensure the policy continues to reflect inclusive, respectful and culturally safe practice.

Approved Provider Representative:

Name:.....Ashliegh Mitchell.....

Role:President.....

Signature:

Date Adopted:01/12/2025.....

REVIEW DATE:01 / 12 / 2027.....

POLICY REVISIONS		
Policy Adopted	Approved Provider Representative	Review Date
25/06/2018	Belinda Fayle	25/06/2020
13/07/2021	Kieran O’Reilly	13/07/2023
01/12/2025	Ashliegh Mitchell	01/12/2027