

## SECTION 3 HEALTH & SAFETY POLICIES

### 5.5 Inclusion and Bias Policy

**Aim:**

The aim of this policy is to ensure that the service offers inclusive education and care for all children. The service will value and accommodate the diverse needs of children and families regarding ability, culture, gender, religion, and social status to the best of the centres ability. The service will communicate and encourage children to share these values via curriculum development (including environment and resources), policies and practices. Families and educators will work respectfully together and communicate openly, to develop an in-depth understanding of the diverse needs of families and children within the centre.

**Rationale:**

We believe that all children have the right to be included and have the opportunity to develop to their fullest potential. Staff shall seek to facilitate this right through the provision of appropriate supports and interventions when required. We believe that young children recognise and seek to make sense of differences and similarities that exist between people from an early age. Bias based on gender, race, ability, age, sexuality of socio-economic status creates serious obstacles to all young children healthy development. The centre shall endeavour to make a positive contribution to the messages children receive about diversity. This includes the provision of an environment that is free from discriminatory practices and which actively encourages children and staff to develop deeper understandings about prejudices and stereotypes that are prevalent in our society.

**Legislation:**

Disability Discrimination Act (1992)  
Racial Discrimination Act (1975)  
Equal Opportunity Act SA (1975)

**Strategies and Practices:**

**Diversity:**

**Staff will develop and implement curricula that:**

- Values all children equally
- Recognises and affirms each individual for their unique attributes and qualities
- Welcomes all families, and values their knowledge, experience, and contribution to the community.
- Maximises active participation and engagement
- Welcomes all to participate, contribute and to develop a sense of belonging
- Acknowledges that all children can both receive and offer support to others
- Allows all children genuine opportunities to contribute and be involved within the group

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Date of Implementation: November 2013

Date of Last Review: February 2017

Date of Next Review: February 2020

- Takes account of differing abilities, interests, and experience
- Embraces and demonstrates the value of diversity
- Offers all children experiences of success, fairness, and security.

#### **Staff will focus on:**

- Inducting and welcoming new families into our centre and the wider community
- Accessing support agencies, seeking advice, resources, information, and training regarding cultural background, disability, health, and curriculum development to meet the needs of the child.
- Providing support for the maintenance of home / first language of children by using key words, songs, stories, rhymes etc. from a child's home language that are displayed in written form throughout the centre. Translation services will be used to assist written and verbal communications with families.
- Festivals, cultural celebrations, and special events that reflect the cultures of children attending the service, as well as celebrations of importance within the community will be explored within the curriculum
- Modelling the use of language that is inclusive in terms of gender, age, culture, and physical characteristics.
- Selecting resources that promote diversity in language and culture, equity in sex roles and fairness in participation in experiences and learning opportunities.

#### **Additional Needs**

The Gums is committed to the following principles in the management of children with additional needs:

- Early Identification
- Early Intervention
- Inclusive Education
- Supportive partnerships with parents
- Multi-agency collaboration

#### **Early identification and intervention**

- Regular observations and assessments of all children's play and progress will be made to enable early identification of children's additional needs.
- The sharing of observations between parents and educators is crucial and will facilitate the process of referral to appropriate external agencies (e.g. Growing Healthy Family's, paediatrician etc.) as soon as possible.
- The Assistant Director / Director is responsible for ensuring multi agency collaboration and integration of information from relevant services with developmental support plans.
- A graduated and strengths based approach shall be maintained involving a systematic cycle of assessment, planning, action, and review, recording clear targets and strategies for development and progress. This will be developed in response to input from staff, families, and external agencies.

#### **Inclusive Education**

- The Gums will provide an inclusive educational setting including the use of multi-sensory mediums and open ended learning experiences providing for multiple play entry and exit points as well as varying levels of engagement.
- Whenever possible children with additional needs shall be supported in participating with the daily routines of the centre as well as playing alongside peers. Any equipment or alternative provision in the format of learning experiences that will support participation shall be provided wherever possible.

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- Learning experiences shall be provided by staff that exposes all children to positive images / understandings of disability and difference.
- The Gums will make reasonable adaption and arrangements so that children with additional needs and disabilities can participate in all care and learning environments.
- Respectful privacy for children with additional needs at times of medical care and / or welfare shall be arranged.
- Any excursion shall be undertaken with specific planning to support the inclusion of any child with additional needs.

### **Support Services**

- The Assistant Director / Director is responsible for coordination and liaison with any additional support services to ensure effective information sharing that will support the complete needs of the child and family.

### **Source:**

- Novita
- Inclusion SA
- Health Care Support Planning DECD