



INCLUSION

POLICY STATEMENT

Lake Mac Newy OOSH aims to 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. The service is committed to ensuring all children have equitable access to participate in all aspects of the program, with reasonable adjustments made to support individual needs and remove barriers to inclusion.

Children's safety, well-being, and best interests are the paramount consideration in all inclusion decisions, practices and adjustments. Where there are competing priorities between operational, staffing, financial or family preferences and a child's safety, well-being, or right to meaningful participation, the child's best interests will take priority.

PROCEDURES:

a) Inclusive Practices

Educators will ensure that children's safety, well-being, and best interests remain the paramount consideration when planning and implementing inclusive practices, including decisions about reasonable adjustments, participation, supervision, behaviour support and access to the program. *

- Educators will ensure that children's safety, well-being, and best interests remain the paramount consideration when planning and implementing inclusive practices, including decisions about reasonable adjustments, participation, supervision, behaviour support and access to the program.
- 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 identify and minimise barriers to inclusion to ensure all children can meaningfully participate in the program.
- 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 and meaningfully participate in the service, including through reasonable adjustments where required. This may require the assistance of specialty services, environmental adaptation, changes to routines, and educator arrangements to facilitate inclusion. The service will achieve this in collaboration with the child's family and the KU Inclusion Support Agency.
- 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 one another to help children understand and develop strategies to counteract these behaviours.
- The program will include experiences for the children that are not based on gender stereotypes.
- Resource materials and equipment used in the service will, as far as possible, be non-stereotyped.
- Inclusion will be embedded within the planning cycle, including observation, planning, implementation and reflection to ensure all children's needs, strengths and interests are supported.
- 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 meaningfully embed Aboriginal and Torres Strait Islander perspectives into the program, where appropriate, to promote respect, understanding and cultural safety, in line with the approved learning frameworks.
- 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:
 - ✓ Encouraging all families, children and other educators to share their experiences, skills,



cultures and beliefs;

- ✓ Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs.
- ✓ Accessing and using a range of resources (including those that reflect cultural and linguistic diversity) that represent the children and families within the service and the broader community, and promote a sense of belonging, respect and inclusion for all children.
- ✓ Inclusion practices support the safety and well-being of children by reducing risks of exclusion, discrimination and harm
- ✓ Children are supported to express their views, make choices and actively participate in decisions that affect their experiences at the service

b) 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 staff 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.

c) 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.
- Information regarding children and families will be managed in accordance with confidentiality and privacy requirements when engaging with external support services.
- The service will access additional support from agencies such as KU for 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.



CONSIDERATIONS:

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/Evidence
S168 R73, 74, 75, 76, 155, 156, 157, 168.	Standards 1.1, 1.2, 2.1, 3.2, 4.2, 5.1, 5.2, 6.1, 6.2. Child Safe Standards 1, 3, 4, 10	• 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 in Australia • Inclusion Support Plans • Health Care Plans • Disability Discrimination Act 1992

ENDORSEMENT BY THE SERVICE:

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