



## WAVERLEY MEADOWS PRE-SCHOOL Assoc. Inc.

6 Farnham Avenue Wheelers Hill Vic 3150

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## INCLUSION AND EQUITY POLICY

Best Practice – Quality Area 1 (and 6)

### Purpose

This policy will provide guidelines to:

- ensure all adults and children at Waverley Meadows Pre-School are treated equitably and with respect, regardless of their background, ethnicity, culture, language, beliefs, gender, age, socioeconomic status, level of ability, additional needs, family structure or lifestyle
- promote inclusive practices and ensure the successful participation of all children at Waverley Meadows Pre-School.
- create a positive mental health and wellbeing environment for children, educators, staff and families at Waverley Meadows Preschool

### Policy statement

#### Values

Waverley Meadows Pre-School is committed to:

- acknowledging and respecting the rights of all children to be provided with and participate in a quality early childhood education and care program
- creating an environment that supports, reflects and promotes equitable and inclusive behaviours and practices
- creating a sense of belonging for all children, families and staff, where diverse identities, backgrounds, experiences, skills and interests are respected, valued and given opportunities to be expressed/developed
- ensuring that programs are reflective of, and responsive to, the values and cultural beliefs of families using the service, and of those within the local community and broader society
- ensuring that programs are reflective of the Waverley Meadows Pre-School Philosophy and underpinned by a play based approach to learning
- working to ensure children are not discriminated against on the basis of background, ethnicity, culture, language, beliefs, gender, age, socioeconomic status, level of ability or additional needs, family structure
- considering the mental health and wellbeing needs of all children, families and staff or lifestyle
- *upholding the values and principles of Early Childhood Australia (ECA) and Early Childhood Intervention Australia's (ECIA) Position Statement on the Inclusion of Children with a Disability in Early Childhood Education and Care (refer to Sources)*
- providing all children with the opportunity to access programs at the service, and recognising that all families are unique and that children learn in different ways and at different rates



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- consistently updating and supporting the knowledge, skills, practices and attitudes of staff to encourage and ensure inclusion and equity
- *complying with current legislation including the Charter of Human Rights and Responsibilities Act 2006, Equal Opportunity Act 2010, Disability Act 2006 and Racial and Religious Tolerance Act 2001.*

### **Scope**

This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Waverley Meadows Pre-School.

### **Background and legislation**

#### **Background**

The National Quality Framework (NQF) recognises all children's capacity and right to succeed regardless of diverse circumstances, cultural background and abilities. Education and care services must hold high expectations for the learning and development of all children, and at the same time recognise that every child follows an individual learning path and will progress in different and equally meaningful ways.

Inclusion involves taking into account children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. Early childhood education and care services must implement responsive, equitable, individualised opportunities and additional support whenever barriers are identified.

The NQF is underpinned by a commitment to 'Closing the Gap' and acknowledges Australia is a nation of great diversity, and an ancient land that has been cared for by Indigenous Australians for many thousands of years. Education and care services have a shared responsibility to support children, families, colleagues and the local community to understand, respect and value diversity.

State and Commonwealth laws prohibit discrimination based on personal characteristics, including race, age, gender, religious belief, disability or illness and parental status.

Under the Child Safe Standards, services are expected to provide environments and activities that encourage all children to participate in and celebrate their identity. The standards are underpinned by three overarching principles which require services to take into consideration the increased vulnerability of Aboriginal children, children from culturally and linguistically diverse backgrounds and children with disabilities.

The Victorian Government requires funded organisations to ensure that their policies and procedures promote equality of opportunity for all children to enable their full participation in kindergarten. A service's philosophy should reflect the values of inclusion and equity which are supported by developing and implementing an inclusion and equity policy. Developing professional knowledge and skills, and using family-centred practice (refer to *Definitions*) to work in partnership with children, families, communities,



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and other services and agencies, will assist services to identify, include and support children with additional needs and their families.

### **Legislation and standards**

Relevant legislation and standards include but are not limited to:

- *Age Discrimination Act 2004*
- *Charter of Human Rights and Responsibilities Act 2006 (Vic), as amended 2011*
- *Children, Youth and Families Act 2005 (Vic), as amended 2011*
- *Child Wellbeing and Safety Act 2005 (Vic), as amended 2012*
- *Dardee Boorai: the Victorian Charter of Safety and Wellbeing for Aboriginal Children and Young People (Vic)*
- *Disability Act 2006 (Vic)*
- *Disability Discrimination Act 1992 (Cth), as amended 2011*
- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- *Equal Opportunity Act 2010 (Vic)*
- *Fair Work Act 2009 (Cth)*
- *Health Records Act 2001 (Vic)*
- *Information Privacy Act 2000 (Vic)*

National Quality Standard, Quality Area 1: Educational Program and Practice

Standard 1.1: An approved learning framework informs the development of a curriculum that enhances each child's learning and development

Element 1.1.5: Every child is supported to participate in the program

National Quality Standard, Quality Area 6: Collaborative Partnerships with Families and Communities

- *Occupational Health and Safety Act 2004*
- *Privacy Act 1988 (Cth)*
- *Racial and Religious Tolerance Act 2001 (Vic)*
- *Racial Discrimination Act 1975 (Cth)*
- *Sex Discrimination Act 1984 (Cth)*



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### **Definitions**

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the General Definitions section of this manual - available at the Pre-School.

**Additional needs:** A broad term relating to challenges experienced across a number of areas including physical health, mental health, disability, developmental concern, or emotional need (resulting from trauma, abuse or grief), family displacement (due to war or refugee status), domestic violence, mental illness, family separation or divorce, which affects a person's ability to participate or learn.

**Culture:** The values and traditions of groups of people that are passed from one generation to another.

**Culturally and linguistically diverse (CALD):** Refers to individuals and groups who are from diverse racial, religious, linguistic and/or ethnic backgrounds.

**Developmental delay:** A delay in the development of a child under the age of 6 years that:

a) is attributable to a mental or physical impairment, or a combination of mental and physical impairments, and

b) is manifested before the child attains the age of 6 years, and

c) results in substantial functional limitations in one or more of the following areas of major life activity:

- i) self-care
- ii) receptive and expressive language
- iii) cognitive development
- iv) motor development, and

d) reflects the child's need for a combination and sequence of special interdisciplinary or generic care, treatment or other services that are of extended duration and are individually planned and co-ordinated (Disability Act 2006 (Vic)).

**Disability:** In relation to a person, refers to:

a) a sensory, physical or neurological impairment or acquired brain injury, or any combination thereof, that:

- i) is, or is likely to be, permanent, and
- ii) causes a substantially reduced capacity in at least one of the areas of self-care, self-management, mobility or communication, and
- iii) requires significant ongoing or long-term episodic support, and



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- iv) is not related to ageing, or
- b) an intellectual disability, or
- c) a developmental delay (Disability Act 2006 (Vic)).

**Diversity:** Refers to all characteristics that make individuals different from one another, including race, religion, language, ethnicity, beliefs, age, gender, sexual orientation, level of ability, additional needs, socioeconomic status, educational attainment, personality, marital and/or parental status, family structure, lifestyle and general life/work experience.

**Early Childhood Intervention Services (ECIS):** These services support families and children experiencing a disability or developmental delay (refer to Definitions) from birth to school age. ECIS are funded through the Department of Education and Early Childhood Development (DEECD) and provided by Specialist Children's Services teams and Early Childhood Intervention agencies.

**Early Start Kindergarten:** A funding program that enables three-year-old Aboriginal and Torres Strait Islander children, and children known to Child Protection, to attend a free kindergarten program that is planned and delivered by an early childhood teacher for a specific number of hours. Details are available at [www.education.vic.gov.au/ecsmangement/careankinder/earlystart/](http://www.education.vic.gov.au/ecsmangement/careankinder/earlystart/)

**Equity:** (In the context of human rights) is the behaviour of acting in a fair and just manner towards others.

**Family-centred practice:** Children learn in the context of their families, and families are the primary influence on children's learning and development. Professionals also play a role in advancing children's learning and development and can engage in family-centred practice by respecting the pivotal role of families in children's lives. Early childhood professionals should:

- use families' understanding of their children to support shared decision-making about each child's learning and development
- create a welcoming and culturally-inclusive environment, where all families are encouraged to participate in and contribute to children's learning and development
- actively engage families and children in planning children's learning and development
- provide feedback to families on each child's learning, and provide information about how families can further advance children's learning and development at home and in the community (Victorian Early Years Learning and Development Framework, p10).

**Inclusion:** The incorporation of children and families into the service to ensure that all individuals have an equal opportunity to achieve their maximum potential.

**Inclusion support agencies:** Funded by the Commonwealth Government to provide advice on inclusive practices in childcare services. Inclusion Support Facilitators are employed to help services access a range of practical support. Further information and eligibility requirements are available at [www.deewr.gov.au/earlychildhood/programs/childcareforservices/supportfamilyccs/pages/inclusion-support-program.aspx#inclusion\\_support](http://www.deewr.gov.au/earlychildhood/programs/childcareforservices/supportfamilyccs/pages/inclusion-support-program.aspx#inclusion_support)



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**Inclusive practice:** The provision of a flexible, innovative and responsive program that supports the learning needs and meaningful participation of all children attending the service.

**Indigenous Education Program (IEP):** The Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) provides assistance for Aboriginal and Torres Strait Islander children to attend a kindergarten program. The IEP provides financial assistance to support kindergarten programs through Supplementary Recurrent Assistance (SRA). Contact DEEWR on 1800 800 821 for more information.

**Kindergarten Fee Subsidy (KFS):** A state government subsidy paid directly to the funded service to enable eligible families to attend a funded kindergarten program or funded three-year-old place at no cost (or minimal cost) to promote participation. Details are available at [www.education.vic.gov.au/ecprofessionals/kindergarten/](http://www.education.vic.gov.au/ecprofessionals/kindergarten/)

**Kindergarten Inclusion Support Services (KISS):** A program offering supplementary assistance to early childhood services to support the inclusion of children who have been diagnosed with developmental concerns, a disability or complex medical needs, into a funded kindergarten program. Services include the Preschool Field Officer Program (refer to Definitions) and Kindergarten Inclusion Support Packages (refer to Definitions). For more information, visit [www.education.vic.gov.au/ecsmanagement/intervention/services/default.htm](http://www.education.vic.gov.au/ecsmanagement/intervention/services/default.htm)

**Kindergarten Inclusion Support Packages:** Supplementary assistance to support children with severe disabilities or complex medical needs to access and participate in an inclusive kindergarten program.

**Koorie Early Childhood Education Program:** Supports Aboriginal children and their families to access and participate in kindergarten programs. The program consists of three components:

- a statewide co-ordinator who provides support, information and assistance to regional Koorie Engagement Support Officers – Early Childhood Development
- Koorie Engagement Support Officers – Early Childhood Development (refer to Definitions)
- \* the Koorie Preschool Assistants program (refer to Definitions).

**Koorie Engagement Support Officers (KESOs):** Employed by the Department of Education and Early Childhood Development (DEECD) to assist families in accessing the broad range of services and support needed to ensure the best start in life for Aboriginal children from birth through to completion of school. KESOs provide advice and practical support to services that offer funded kindergarten places to ensure the delivery of programs that are respectful of the cultural beliefs and practices of Aboriginal children.

**Koorie Preschool Assistants (KPSA) program:** Implemented by the Department of Education and Early Childhood Development (DEECD) in partnership with local Aboriginal communities that employ KPSAs and administer the program. KPSAs work in kindergartens to assist teachers to develop and deliver culturally-inclusive and responsive programs for Aboriginal children.

**Mental health** in early childhood can be understood as a young child's ability to experience, regulate and express emotions; form close and secure interpersonal relationships; and explore the environment and learn – all in the context of family, community and cultural expectations for young children. Infant mental





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health is synonymous with healthy social and emotional development (from *KidsMatter* – refer to *Sources*).

**Out-of-Home Care:** Is the term used in Victoria when a child or young person is placed in care away from their parents. It includes placement in kinship care, home-based care such as foster care and residential care. For these children, the State of Victoria is their legal their parent, and with this comes the responsibilities of a parent to care for and protect them, and to ensure that they have access to all the services they need for their immediate and longer term benefit (*Early Childhood Agreement on Out-of-Home Care* – refer to *Sources*).

**Preschool Field Officers (PSFOs):** Employed by local government authorities or other agencies to assist children with additional needs to access and participate in funded kindergarten programs. The PSFO service is part of the Kindergarten Inclusion Support Services (refer to Definitions) program.

**Preschool Field Officer Program:** An early intervention, outreach service that is universally available within state-funded preschools for any child with developmental concerns. The primary role of the Preschool Field Officer Program is to assist children with additional needs to access and participate in funded kindergarten programs.

### Sources and related policies

#### Sources

- *Early Childhood Agreement for Children in Out-of-Home Care* (January 2019). Endorsed by the Department of Education and Early Childhood Development, the Department of Human Services, Municipal Association of Victoria, Early Learning Association Australia, Victorian Aboriginal Child Care Agency, Victorian Aboriginal Children and Young People's Alliance, Centre for Excellence in Child and Family Welfare, Community Child Care Association, Vic Tas Primary Health Network Alliance, Victorian Healthcare Association and Victorian Aboriginal Education Association Incorporated. [www.education.vic.gov.au](http://www.education.vic.gov.au)
- Association for Children with a Disability – a Victorian organisation that provides information, support and advocacy for children with a disability and their families: [www.acd.org.au](http://www.acd.org.au)
- *Building better partnerships – Working with Aboriginal communities and organisations: a communication guide for the Department of Human Services:* [www.dhs.vic.gov.au/\\_\\_data/assets/pdf\\_file/0020/612038/building\\_better\\_partnerships\\_dec10.pdf](http://www.dhs.vic.gov.au/__data/assets/pdf_file/0020/612038/building_better_partnerships_dec10.pdf)
- Guide to the National Quality Standard: [www.acecqa.gov.au](http://www.acecqa.gov.au)
- *Dardee Boorai: the Victorian Charter of Safety and Wellbeing for Aboriginal Children and Young People:* [www.education.vic.gov.au/about/directions/aboriginalcharter/charter/charter.htm](http://www.education.vic.gov.au/about/directions/aboriginalcharter/charter/charter.htm)
- Be You - <https://beyou.edu.au/>.



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- *Early Childhood Australia (ECA) and Early Childhood Intervention Australia's (ECIA) Position Statement on the Inclusion of Children with a Disability in Early Childhood Education and Care – available at [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au) and [www.ecia.org.au](http://www.ecia.org.au)*
- Early Childhood Intervention Australia Victorian Chapter (ECIA VC) – the peak body for early childhood intervention services in Victoria: [www.eciavic.org.au](http://www.eciavic.org.au) fka Children's Services – provides services including bicultural support, language services and training to children's services workers in Victoria. fka also provides culturally-diverse resources and materials in both English and various community languages. Visit [www.fka.com.au](http://www.fka.com.au)
- *Guide to the National Quality Standard: [www.acecqa.gov.au](http://www.acecqa.gov.au)*
- Kindergarten Inclusion Support Services – for children who have been diagnosed with developmental concerns, a disability or complex medical needs:  
[www.education.vic.gov.au/ecsmanagement/intervention/services/inclusion.htm](http://www.education.vic.gov.au/ecsmanagement/intervention/services/inclusion.htm)
- Koorie Kindergarten Inclusion Kit:  
[www.education.vic.gov.au/ecsmanagement/careankinder/inclusion/koorie.htm](http://www.education.vic.gov.au/ecsmanagement/careankinder/inclusion/koorie.htm)
- Language services – organisations offering funded programs are eligible to obtain language services. Two types of language services are available for kindergarten providers: telephone interpreting and on-site interpreting (both spoken and sign languages). The provider for language services is All Graduates: visit [www.allgraduates.com.au](http://www.allgraduates.com.au) or phone 9605 3000. There is also a free multilingual phone line for individuals requiring information about kindergarten: 1300 200 680.
- Using Interpreting Services: Victorian Government Policy and Procedures (2010):  
[www.multicultural.vic.gov.au/images/stories/pdf/2383%20vmc%20interpreter%20manual%20web.pdf](http://www.multicultural.vic.gov.au/images/stories/pdf/2383%20vmc%20interpreter%20manual%20web.pdf)
- Victorian Early Years Learning and Development Framework Practice Guides – provide practical advice for early childhood professionals about each of the Practice Principles in the Victorian Early Years Learning and Development Framework. Each guide includes examples of best practice from a range of early childhood professionals across diverse settings. Practice Guide Four: Equity and Diversity is available at <https://fuse.education.vic.gov.au/pages/Teacher.aspx> (enter learning resource ID: GRH4TT).
- *Victorian kindergarten policy, procedures and funding criteria: [www.education.vic.gov.au/ecprofessionals/kindergarten/](http://www.education.vic.gov.au/ecprofessionals/kindergarten/)*

### Service policies

- *Anaphylaxis Policy*
- *Asthma Policy*
- *Child Safe Environment Policy*
- *Code of Conduct Policy*
- *Complaints and Grievances Policy*
- *Curriculum Development Policy*
- *Dealing with Infectious Diseases Policy*





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- *Dealing with Medical Conditions Policy*
- *Diabetes Policy*
- *Enrolment and Orientation Policy*
- *Epilepsy Policy*
- *Excursion and Service Events Policy*
- *Fees Policy*
- *Interactions with Children Policy*
- *Nutrition and Active Play Policy*
- *Privacy and Confidentiality Policy*
- *Staffing Policy Procedures*

### **The Approved Provider is responsible for:**

- ensuring that service programs are available and accessible to families from a variety of backgrounds (refer to Curriculum Development Policy)
- encouraging collaborative, family-centred practice (refer to Definitions) at the service which facilitates the inclusion and active participation of both the child and the family at the service
- providing families with information about the role of inclusive practice in achieving positive outcomes for all children, the key values underpinning inclusive practice and the support options available for children attending Waverley Meadows Pre-School
- working with individual families to determine the needs of their child and facilitating the inclusion of both the child and the family into the service
- ensuring that educational programs are delivered in accordance with an approved learning framework, are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (Victorian Early Years Learning and Development Framework Practice Guide Four: Equity and Diversity – refer to Sources)
- ensuring that the enrolment process is fair and equitable, and facilitates access for all children (refer to Enrolment and Orientation Policy)
- tailoring the orientation process to meet the individual needs of children and families (refer to Enrolment and Orientation Policy)
- considering barriers to participation in service programs and activities, and developing strategies to overcome these
- considering options to provide appropriate physical infrastructure, staffing and resources to facilitate the inclusion of all children at the service
- ensuring that staff have access to appropriate and accredited professional development activities that promote a positive understanding of diversity, inclusion and equity, and mental health and wellbeing, and provide skills to assist in implementing this policy (refer to Staffing Policy)
- ensuring that the Nominated Supervisor, educators and all staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour when working with children and families (refer to Code of Conduct Policy and Interactions with Children Policy)



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- considering any issues regarding fees that may be a barrier to families enrolling at Waverley Meadows Pre-School, and removing these barriers wherever possible (refer to Fees Policy)
- ensuring that all eligible families are supported to access the Kindergarten Fee Subsidy (refer to Definitions and Fees Policy), including families with concession cards, Aboriginal and Torres Strait Islander families, and refugee and asylum seeker families
- providing service information in various community languages wherever possible
- using language services (refer to Sources) to assist with communication where required, considering the employment of a multilingual worker/s to meet the needs of culturally and linguistically diverse (CALD) families (e.g. fka Children's Services Casual Bilingual Program – refer to Sources)
- working with the Nominated Supervisor and educators to ensure appropriate program planning and resourcing for children with additional needs (refer to Definitions)
- accessing Kindergarten Inclusion Support Services (refer to Definitions) and Kindergarten Inclusion Support Packages (refer to Definitions) for children with disabilities, complex medical needs and/or developmental concerns, where required where practicable, accessing resources, support and professional development to facilitate inclusion of children with additional needs who are ineligible for specific support packages
- working with specialised services and professionals (e.g. Early Childhood Intervention Services and inclusion support agencies – refer to Definitions and Sources) to provide support and services for families and children experiencing severe disabilities, complex medical needs and/or developmental concerns
- ensuring that all eligible three-year-old Aboriginal and Torres Strait Islander children and children known to Child Protection are supported to access the Early Start Kindergarten program (refer to Definitions)
- accessing support from DEECD's Koorie Engagement Support Officers (refer to Definitions), the Koorie Preschool Assistants program (refer to Definitions) and the Indigenous Education Program (refer to Definitions), where required
- implementing appropriate programs and practices to support vulnerable children and families, including working co-operatively with relevant services and/or professionals (e.g. Child FIRST), where required (refer to Child Safe Environment Policy)
- ensuring that service programs are inclusive of children with medical conditions, including anaphylaxis, asthma, diabetes and epilepsy (refer to Dealing with Medical Conditions Policy, Anaphylaxis Policy, Asthma Policy, Diabetes Policy and Epilepsy Policy)
- ensuring that no employee, prospective employee, parent/guardian, child, volunteer or student at the service is discriminated against
- ensuring that any behaviour or circumstances that may constitute discrimination or prejudice are dealt with in an appropriate manner (refer to Complaints and Grievances Policy)
- ensuring that all policies of Waverley Meadows Pre-School, including the Privacy and Confidentiality Policy, are adhered to at all times.



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- ensuring there are clear referral options and pathways for children, staff, educators and families to access support services for mental health and wellbeing
- ensuring that educators and staff are supported to learn about and care for their own mental health and wellbeing
- ensuring that mental health and wellbeing information and policy requirements are included in educator and staff orientation/induction
- ensuring that leadership practices and on-the-ground support enable a work environment that minimises stress and promotes mental health and wellbeing for educators and staff

### **The Nominated Supervisor is responsible for:**

- ensuring that the service provides a safe, inclusive and empowering environment which celebrates diversity through positive, respectful and appropriate behaviour when working with children and families (refer to *Code of Conduct Policy* and *Interactions with Children Policy*)
- ensuring the diversity and interests of the children, families, staff and educators are reflected in the physical environment
- ensuring there are quiet and reflective spaces for children, educators and families
- being aware of the service's expectations regarding positive, respectful and appropriate behaviour when working with children and families (refer to *Code of Conduct Policy* and *Interactions with Children Policy*)
- identifying children who may be disadvantaged, have additional needs, or be at risk of discrimination/exclusion, and being aware of the support/resources required to ensure that these children are included in service programs
- consulting with families and liaising with the Approved Provider to access support/resources for individual children, where required
- ensuring that parents/guardians are consulted, kept informed and provide written consent, where individualised programs, action, support or intervention are planned and provided for their child (e.g. the Preschool Field Officer Program and Kindergarten Inclusion Support Packages – refer to Definitions)
- *developing an educational program that is reflective of the service's values, beliefs and philosophy, and embraces the principles of fairness, equity, diversity and inclusion (Victorian Early Years Learning and Development Framework Practice Guide Four: Equity and Diversity – refer to Sources)*
- ensuring that the program provides opportunities for all children to participate and interact with one another
- using language services (refer to Sources) to assist with communication, where required working with the Approved Provider and educators to ensure appropriate program planning and resourcing for children with additional needs (refer to Definitions)
- using family-centred practice (refer to Definitions) and working collaboratively with staff,



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parents/guardians, specialist services and other professionals to implement the program at the service and provide individualised support for children, where required

- responding to the needs and concerns of parents/guardians, and providing support and guidance, where appropriate
- providing information to families about the support available to assist children, including:
  - Kindergarten Fee Subsidy
  - Early Start Kindergarten
  - Koorie Early Childhood Education Program
  - Kindergarten Inclusion Support Services
  - Language services
- providing support and guidance to educators/staff, where required
- ensuring that service programs are inclusive of children with medical conditions, including anaphylaxis, asthma and diabetes (refer to Dealing with Medical Conditions Policy, Anaphylaxis Policy, Asthma Policy and Diabetes Policy )
- organising appropriate resources and accredited professional development for educators to enable all children to be included at the service, and to understand when and how to refer children to additional support
- providing opportunities for families to contribute to the program
- developing links with other services and/or professionals to support mental health and wellbeing, children with additional needs and have referral pathways in place
- providing information to families about local parenting and family services, mental health and wellbeing and other resources that are available to support the health and wellbeing of children and families
- notifying the Approved Provider of any behaviour or circumstances that may constitute discrimination or prejudice
- advising the Approved Provider if they become aware of discrimination against anyone at the service on
- adhering to the policies of Waverley Meadows Pre-School, including the Privacy and Confidentiality Policy, at all times.

### **Educators and all other staff are responsible for:**

- supporting the participation and inclusion of all children in the program at the service
- being aware of the service's expectations regarding positive, respectful and appropriate behaviour when working with children and families (refer to Code of Conduct Policy and Interactions with Children Policy)
- using family-centred practice (refer to Definitions) and working collaboratively with other staff, parents/guardians, specialist services and professionals to implement the program at the service and provide individualised support for children, where required



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- *delivering an educational program that is reflective of the service's values, beliefs and philosophy, and embraces the principles of fairness, equity, diversity and inclusion (Victorian Early Years Learning and Development Framework Practice Guide Four: Equity and Diversity – refer to Sources)*
- embedding social and emotional learning in the service program and practice, and teaching children to care for their own mental health
- providing a range of opportunities in the outdoor and indoor spaces and the natural environment, for all children to engage in physical, explorative and creative experiences
- encouraging and supporting other educators, staff and families as role models to demonstrate positive and respectful relationships, and positive mental health and wellbeing”
- using language services (refer to Sources) to assist with communication, where required
- understanding and respecting different cultural child-rearing and social practices
- working with the Approved Provider and Nominated Supervisor to ensure appropriate program planning and resourcing for children with additional needs (refer to Definitions) meeting any specialised medical and nutritional needs of children on a day-to-day basis (refer to Dealing with Medical Conditions Policy and Nutrition and Active Play Policy)
- providing information to families about the support available to assist children, including:
  - Kindergarten Fee Subsidy
  - Early Start Kindergarten
  - Koorie Early Childhood Education Program
  - Kindergarten Inclusion Support Services
  - Language services
- discussing any concerns regarding individual children with the Nominated Supervisor or Approved Provider, and parents/guardians
- responding to the needs and concerns of parents/guardians, and providing support and guidance, where appropriate
- reviewing and evaluating individualised support programs in consultation with all people involved in the child's education and care
- critically reflecting on practice to ensure that interactions and programs embrace an approach in which children and families feel valued and respected, and that their contributions are welcomed
- notifying the Nominated Supervisor or Approved Provider of any behaviour or circumstances that may constitute discrimination or prejudice
- advising the Nominated Supervisor or Approved Provider if they become aware of discrimination against anyone at the service
- adhering to the policies of Waverley Meadows Pre-School, including the Privacy and Confidentiality Policy, at all times.



## WAVERLEY MEADOWS PRE-SCHOOL Assoc. Inc.

6 Farnham Avenue Wheelers Hill Vic 3150

Telephone: 9560 2791 Fax: 9560 9323

www.wmps.info

LICENSE No. 3738 ABN: 28 483 128 625



### **Parents/guardians are responsible for:**

- adhering to the policies of Waverley Meadows Pre-School, including this Inclusion and Equity Policy, Code of Conduct and the Privacy and Confidentiality Policy, at all times
- communicating with the service to ensure awareness of their child's specific needs
- raising any issues or concerns regarding their child's participation in the program
- being involved in, keeping fully informed about, and providing written consent for any individualised intervention or support proposed/provided for their child
- responding to requests from educators for written permission to arrange for an assessment or collect reports on their child.

**Volunteers and students, while at the service, are responsible for following this policy and its procedures.**

### **Evaluation**

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- \* revise the policy and procedures as part of the service's policy review cycle, or as required
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures.

### **Attachments**

Nil

### **Authorisation**

This policy was adopted by the Approved Provider of Waverley Meadows Pre-School on 15th April 2013.

**Last Review:** August 2020

**Next Review:** See *Policy Schedule* for next review date