

FAMILY DAY CARE INCLUSIVE PRACTICES/DIVERSITY & EQUITY IN FDC POLICY

STANDARD OPERATING PROCEDURE

Adopted by Approved Provider of Golden Plains Shire Council Children's Services	Day Month Year
Date revised	July 2022
Next revision due	July 2024

1. EVIDENCE OF LINK TO:

NQS: 1.2.1, 3.2, 5.2.2, 6.1

ECSNR: r168

2. POLICY STATEMENT

Golden Plains Shire acknowledges the need for an inclusive program and service based on children's rights and social justice principles. That is the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, languages spoken, cultural background, additional needs or any other circumstances. We recognise differences, as well as similarities, in people and respect this, not just in our Service but in promoting respect for all people in the wider community. There is a commitment to full participation of children with additional needs.

3. RATIONALE

All children and families have the right to be treated with fairness and equity and have the same opportunities for participation and decision making and to be accepted and valued members of the community.

4. STRATEGIES AND PRACTICE

Staff and Educators work in partnership with families to address issues when they arise and plan for appropriate experiences. The shared responsibility for the child's welfare is based on mutual respect and aims to enhance the individual child's development.

Records about the child, including relevant medical history, special requirements (e.g., culture, religion, food requirements) are critical in planning for the child's needs while in care.

The Family Day Care program reflects the experiences, knowledge and skills of all participants i.e. parents, children, Educators and staff.

Children in Family Day Care have access to a range of activities according to individual needs and are not denied access for reasons of culture, gender or ability.

Children develop understanding and acceptance of people by learning about and experiencing the everyday cultures and lifestyles of a variety of groups in society.

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 and staff will be sensitive and attentive to all children, respect their backgrounds, unique qualities and abilities, 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 support so they can be included within the service. This may require the assistance of social, ethnic or special needs services which the service will access in collaboration with the child's family, and/or adapting the environment, routines to support inclusion.

Educators and staff will treat all children equitably and encourage them to treat each other with respect and fairness.

Educators and staff 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 feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other, to help children to understand and find strategies to counteract these behaviours.

Parents and guardians will be consulted in the developments of holistic programs that are responsive to children's lives, interests and learning styles, and reflect children's family, culture and community.

Golden Plains Shire Family Day Care Educators and staff will:

Actively support and implement a range of strategies to value human rights, to counter stereotyping, institutional and personal racism across all cultures and nationalities.

Ensure all children have opportunities to celebrate, value and learn from, and about, Aboriginal peoples, including diversity of histories, cultures, languages, achievements and issues, past and present.

Promote Family Day Care to community groups as an inclusive home-based service.

Provide information and training relating to inclusive practice.

Provide information regarding resource agencies.

Monitor care regularly to ensure that children learn about cultures other than their own without receiving stereotypical information.

Support potential Educators of CALD backgrounds to take part, valuing the diversity which they bring to the Service.

All Educators and staff 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.

The service will access additional support, assistance and resources for children with additional needs including children from diverse cultural backgrounds, children with high ongoing support needs (including disabilities) and Aboriginal and Torres Strait Islander children.

Educators and staff will discuss with a child's parent/guardians any concerns and offer the family links to other support services within the community such as Inclusion Support Agencies; Community Health Services etc. as required.

Educators work with families, inclusion support agencies and other specialists working with the child to develop individual support plans for children with additional needs.

5. REFERENCES

- Education and Care Services National Regulations: R116, R169(2)a
- National Quality Standard 2.3
- ACECQA National; Quality Framework Resource Kit www.acecqa.gov.au
- VEYLDF, EYLF

6. RESOURCES AND FURTHER READING

- Education and Care Services National Regulations
- Education and Care Services National Law Act 2010
- ACECQA National; Quality Framework Resource Kit www.acecqa.gov.au
- Childcare Service Handbook (Department of Education)

7. REVIEW

As identified in the procedures and attachments responsibilities are set out as follows:

POLICY RESPONSIBILITY	Approved Provider
ACTION RESPONSIBILITY	Approved Provider, Nominated Supervisor, Responsible Person, Contract Educators (FDC), All Parents/Guardians, Volunteers and Students
PROCESS RESPONSIBILITY	All Staff, Nominated Supervisor, FDC Educators (Contract)
REVIEW RESPONSIBILITY	Approved Provider

ADOPTED BY APPROVED PROVIDER UPDATED 2022