



Wesley Out of School Hours Care policy

Inclusion

1. Purpose

Wesley Out of School Hours Care (Wesley OOSH) will operate its service with respect for the uniqueness of each child and will ensure that every child has the opportunity to learn and play in a stimulating environment free from prejudices with the opportunity to become aware of fairness and equality.

2. Scope

This policy applies to the staff, children, families and visitors of Wesley OOSH as required by the following Regulations and Standards.

National Quality Standard

QA1	1.1	The educational program enhances each child's learning and development
QA1	1.2	Educators facilitate and extend each child's learning and development
QA4	4.1	Staff arrangements enhance children's learning and development
QA4	4.2	Management, educators and staff collaborative, respectful and ethical
QA6	6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing

National Regulations (r) and National Law (s)

R73	Educational program
R155	Interactions with children
R156	Relationships in groups

My Time, Our Place

LO1	Children feel safe, secure and supported
LO2	Children are connected with and contribute to their world
LO3	Children have a strong sense of wellbeing
LO4	Children are confident and involved learners
LO5	Children are effective communicators



3. Policy statement

Wesley OOSH will encourage children within its services to develop their own sense of identity and Educators will facilitate this in a way that embraces the needs and abilities of each child. Differences in background, culture and ability will be valued and families will be actively encouraged to share their experiences with educators and other family members.

4. Principles

Wesley OOSH will use inclusive practice and provide children and families with appropriate inclusion support in order to ensure children's well-being and full access to the program.

Inclusive Practices

Wesley OOSH Educators will act as positive role models by:

- Actively seeking information from children, families and the community about their cultural traditions, customs and beliefs and use this information to provide children with the variety of experiences that will enrich the environment within the service.
- Working in partnership with families in order to provide care that meets their child's needs and is consistent with the family's culture and beliefs.
- Increasing awareness and appreciation of Australia's indigenous and multicultural heritage by using resources that reflect the diversity of children, families and the community.
- Respecting each child's background, gender, unique qualities and abilities.
- Providing children with additional needs with the necessary support and resources in order to fully participate in the service. If required, Wesley OOSH will, in collaboration with the child's family, ensure the assistance of specialty services, adaptation of the environment, changes to routines and educator arrangements to facilitate inclusion.
- Encouraging all children to treat each other with respect and fairness, and to be involved in a variety of activities, regardless of gender.
- Actively promoting inclusive behaviours in children.
- Ensuring that children will never be singled out or made to feel inferior to or better than others.
- Discussing incidents of prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours.
- As far as possible, using not-stereotyped resource materials and equipment within a service.
- Consulting families 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.

Educator recruitment and professional development

Wherever possible, Wesley OOSH will aim to recruit Educators from diverse cultural and linguistic backgrounds that reflect the cultural diversity of our community and employ staff from both genders.

Through professional development, the Nominated Supervisor and Educators will build awareness of their own cultural beliefs and values, increase their cultural competence and help them challenge discrimination and prejudice.

All Educators will be provided with a copy of the Code of Professional Standards.



Inclusion Support Agencies

Wesley OOSH will access bicultural support workers when necessary and assist in communicating with families from diverse cultural backgrounds by utilising a translation service for the local community languages.

In order to equally include children with additional needs into service program and activities, Wesley OOSH will access additional support, assistance and resources. This refers to children from diverse cultural backgrounds, children with high ongoing support needs and Aboriginal and Torres Strait Islander children.

Educators will offer the family links to other support services within the community (Inclusion Support Agencies, Community Health Services, etc.) in the situation of families having any concerns that should be further considered.

In order to maximise child's development within the service, Wesley OOSH will ensure that Educators constantly work with families, inclusion support agencies and other specialists associated with the child to develop individual support plans.

5. Responsibility and policy owner

The policy owner is the General Manager, Wesley Health, Conferences and Education. The owner is responsible for implementing the policy and achieving the desired outcomes. Wesley OOSH staff employees shall adhere to this policy.

6. Consultation & Approval

This policy has been developed in consultation with the Program Manager, Wesley OOSH, Senior Coordinator, Wesley OOSH, Area Coordinator/s, Wesley OOSH, Centre Coordinator/s, Wesley OOSH & the Quality, Risk and Compliance Specialist, Wesley Conferences and Recreation.

This policy has been approved by General Manager, Wesley Health, Conferences and Education.