

Policy 5.2 | Interactions to Encourage Inclusive Practices

Policy Date:	January 2016
Review Date:	January 2017
Applies to:	Educators
Related Policies and Forms:	5.1 Encourage Behaviour Guidance Policy
Material Sources:	Education and Care Services National Regulations 2011 (155) Disability Discrimination Act 1992 and Disability Discrimination Regulation 1996 Racial Discrimination Act 1975 and Racial Discrimination Regulation 1987

Policy Statement

NSW In Home Care is committed to providing an early childhood environment that embraces diversity through building respectful relationships between families, NSWIHCS staff, educators and the wider communities.

NSWIHCS advocates for the rights of children to participate, embracing inclusive practices, by providing support, training and resources to educators within the greater Sydney region and Central Coast Area.

Purpose

- The purpose of this policy is to ensure that every child is treated with respect, dignity, fairness and equality regardless of race, culture, age or development by NSW In Home Care staff and educators.

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Strategies and Practices

NSW In Home Care Staff
Will provide training and support for educators/nannies to support inclusive practices.
Will include goals to extend children's relationships, communication and interactions with others in individual plans for children.
Consult with disability related organisation to ensure that barriers to access and inclusion are addressed appropriately.
Seek and build collaborative professional relationships and partnerships with inter-agencies that enhance and promote social justice by supporting inclusive practices.
Provide an environment that is free of discrimination and prejudice, respecting families, educators, nannies and staffs cultural background, disability and sexual orientation.
Create an environment that is welcoming and culturally-inclusive environment, where all families are encouraged to participate in and contribute to children's learning and development.
Educators
Encourage respectful and honest relationships with families.
Build respectful relationships with children and their families to ensure open communication.
Assist each family to develop a sense of belonging and inclusion.
Provide a program that provides a balance of men and women doing similar roles, including children and people with disabilities.
Encourage the children to experience a range of cultural activities that embrace diversity and are developmentally appropriate by creating a play environment that allows for all ages, regardless of development to succeed as a learner.

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Respect each child and their rights.

Acknowledge and respect the family as experts in the child's life.

Empower children by building respectful and trusting relationships.

Allow for open discussions with the family about the child's routine to maximise continuity.

Extend children's relationships, interactions and communications with peers through individual plans for children.

Be consistent in responding to children, use augmentative and alternative communication techniques.

Be considerate to children relationships and intervene in a sensitive manner to promote social inclusion and alternative perspectives.

Appreciate that each child is an individual and build on creating a strong sense of self whilst responding to each child's learning style.

Allowing children to just 'being' in the moment by providing opportunities to just be themselves, time to play and have fun.

Embrace diversity, allowing children to have a sense of where they 'belong' in relationships in relation to their family, community, culture and place.

Support children in identify and take action against unfairness.

Encourage children to grow and 'become'

Individual outcomes for children, allowing children to make choices for what they require and need.

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To encourage children to participate and inclusion within the community to feel included.

Families

Provide information on the child e.g. routine, interests, likes, dislikes.

Provide opportunity for shared decision making about each child's learning and development.

Provide feedback in relation to the service, programmes to allow for improvement of service.