

## Inclusion policy

**Date Reviewed:**

June 2, 2021

**Regulation:**

90, 155, 162

**Standards:**

1.1, 2.1, 3.2, 5, 6.3

### Aim

To outline Woden Valley Early Learning Centre's (WVELC) commitment to inclusive practices and education for all children. This includes outlining practices for making all users of WVELC feel comfortable and connected and advocating for and supporting children and their families in our community.

### Inclusion is

An approach to teaching that recognises the diverse needs of all children and enables them to access all areas of the curriculum and program to fully participate in learning experiences. It also supports children to demonstrate their strengths and share ideas to become confident, respectful and responsible citizens of the world.

### Awareness and acceptance

#### Woden Valley Child Care Centre

- Supports children and educators to develop positive attitudes towards others;
- Celebrates the uniqueness of each family regarding their child/ren and the needs of their child/ren;
- Encourages educators to have professional development opportunities where they can gain knowledge of inclusive practices and reflect on their own personal beliefs, values and behaviours and how these could impact on the children in their care;
- Acknowledges Australia's diverse society is composed of people with different abilities and strengths;
- Ensures enrolment documentation identifies children with additional needs to ensure that effective and correct supports are in place before commencement; and
- Notes our **inclusion policy** is acknowledged in the development of programming and WVELC practices for educators, children and parents/guardians/families.

### Access to WVELC

- WVELC recognises that all children and their parents/guardians/family have the right to access early childhood education and care settings which will guide and support a strength based approach and enhance their abilities, identity and connection to the community;
- Information about WVELC and the service it provides is available for all parents/guardians. We encourage using ACT Translating and Interpreting service where necessary; and
- Management and educators welcome and build respectful partnerships with each parent/guardian/family and acknowledge they are the child's first teachers.

### Program development

- Inclusive practice strategies that benefit children, educators and parents/guardians/families equitably are incorporated in the development of programs;
- WVELC staff apply best practice strategies to support children in their care with differing conditions, treatments, symptoms, medications;
- Programs are designed to expose children to images, toys, stories and songs that challenge bias and promote high levels of understanding, compassion and tolerance;
- WVELC invites parents/guardians/families to contribute to the learning by sharing their knowledge and practices with WVELC.

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## Cultural diversity

**Date Reviewed:**

June 2, 2021

**Regulation:**

155 (e)

**Standards:**

5.1, 5.2

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### Aim

To define Woden Valley Early Learning Centre's (WVELC) awareness of culture in our community and outline our practices for making all users of WVELC feel comfortable and connected.

### Culture is

- The values, beliefs and practices of a group of people;
- Learnt within families and communities; it belongs to groups of people and is a shared way of doing, believing and knowing;
- Dynamic and influences the ways people live their daily lives; everyone has their own cultural identity; and
- Includes a shared value towards special occasions for celebration.

### Awareness and acceptance

#### Woden Valley Child Care Centre acknowledges

- Aboriginal and Torres Strait Islander people are the first custodians of Australia and their culture is respected through our Acknowledgement of Country and keeping our promise of being confident, respectful and responsible citizens of the world;
- Australia as a culturally diverse society that is made up of people with different languages, beliefs and values. Our understanding and approach to cultural diversity is demonstrated in the development of our programs and WVELC practices for educators, children and families;
- That children and educators develop positive attitudes towards others that challenge social justice concerns, inequality and bias;
- The uniqueness of each family regarding their own child-rearing practices; and
- The importance of encouraging educators to have professional development opportunities where they can gain further knowledge of cultural awareness and reflect on their thinking about their personal beliefs, values and behaviours.

### Access to WVELC

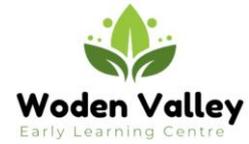
- WVELC recognises that every child and their family has the right to access child care which will support the child's cultural identity and connectedness to their community;

- Information on WVELC and the service it provides is available for all families. The use of the ACT Translating and Interpreting service is available for parents/guardians where necessary; and
- Educators and staff welcome and respect each family as individuals and work diligently.

### Program development

- Children's programs are developed to be inclusive of cultural awareness and diversity;
- Educators take an active role in learning with the children about other cultures and traditions in a meaningful and deliberate way. This is supported through guidance from the pedagogical team to ensure its integrity and authenticity;
- Programs are rich with multicultural opportunities and will encourage the children to explore multi-lingual experiences, food from other countries and the global use of music and story-telling; and
- WVELC invites parents/guardians/families to contribute to the learning by sharing their culture with WVELC.

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## Interactions with children

**Date Reviewed:**

June 2, 2021

**Regulation:**

155-156, 168 (2)(j)

**Standards:**

4.2.25.1, 5.2

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### Aim

To outline requirements of educators, model appropriate behaviours and promote best practice among educators and parents/guardians/families.

### The Law (Regulation 155)

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that:

- (a) Encourages the children to express themselves and their opinions.
- (b) Allows the children to undertake experiences that develop self-reliance and self-esteem.
- (c) Maintains at all times the dignity and rights of each child.
- (d) Gives each child positive guidance and encouragement toward acceptable behaviour.
- (e) Has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by WVELC.

### Woden Valley Child Care Centre (WVELC) will

1. Adhere to the United Nations Declaration of the Rights of the Child, The Early Childhood Australia Code of Ethics, The NSW Legislation for Education and Care Services and the National Quality Framework's standards of high-quality practice in the care of children;
2. Prepare policies and procedures which maintain a child's dignity and rights, especially when changing nappies, toileting or dressing.
3. Employ qualified educators or educators working towards a recognised qualification, who display high levels of:
  - Knowledge of child development;
  - Enthusiasm for extending their own professional knowledge;
  - Interest in current theories and practices, implementing these in the room programs and engaging in critical reflection;
  - Passion for growing confident, expressive children with an emphasis on social skills and self-esteem; and
  - Value for the culture each child brings to WVELC, including; ethnicity, religion, home arrangements, physical and intellectual abilities and life experiences.
4. Provide support and feedback to educators and parents/guardians in how to give positive guidance and encourage acceptable behaviours; and

5. Ensure adequate educator numbers to provide safe, educational and caring environments for children.

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## Behaviour guidance policy and procedures

Date Reviewed:

April 6, 2021

Regulation:

Standards:

5

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### Aim

The purpose of the **behaviour guidance policy** is to:

- Support parents/guardians and educators develop positive and effective strategies that build children's confidence and self-esteem;
- Provide children with support, guidance and opportunities to manage their own behaviour;
- Foster a sense of belonging and promoting a sense of security; and
- See that a child's behaviour is their way of seeking a connection and to have their needs met (Phoenix, 2017).

Woden Valley Child Care Centre (WVELC) recognises and understands that a child's behaviour may be affected by:

- Age and development, special or additional needs;
- General health or wellbeing;
- Relationship with their family;
- Play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day;
- Educators' care-giving strategies and practices, which includes how those strategies are implemented;
- Relationships with other children, educators and visitors; and/or
- External factors, such as family, home life, school or peer group experiences, or media coverage of traumatic events.

While educators are aware and respect individual children's and parents/guardians' backgrounds and beliefs, it may be necessary to balance the individual's needs with educators' knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.

### Policy statement

WVELC follows a guidance approach towards children's behaviour that aims to teach them about their rights and responsibilities – to think about the effects of their own actions on others.

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We strive to support children's intrinsic motivation rather than external gratification to promote children's ability to participate holistically in their communities.

### Strategies and practices

Our strategies and practices consistently demonstrate a guidance approach by:

- Having a realistic expectation of children's development;
- Supporting children to develop an understanding of what is a helpful or an unhelpful behaviour so that, even without supervision, they act considerately towards others;
- Teaching children to validate and regulate their emotions so that they themselves learn to cope with change, excitement and challenges;
- Teaching children to co-operate and connect with peers, families, educators and their communities so that they all can have their needs met;
- Giving children a sense of potency – that is, a sense that they can make a difference to themselves and their world and can act on their values;
- Being knowledgeable about developmental 'red flags' and sourcing quality support with allied health professionals to assist the child, family and educators; and
- Being knowledgeable about children's play and what they need to be able to connect with their world effectively and according to their sensory processing differences.

### Related policies and procedures

- **Interaction with children policy**
- **Behaviour guidance procedure**
- **Behaviour guidance plan**

### References

Dr. Porter, L. (2018, 11 2). Retrieved from Federal Child Care Centre:

[http://federalccc.com.au/new/wp-content/uploads/2015/03/Louise-Porter-developing\\_responsible\\_behaviour.pdf](http://federalccc.com.au/new/wp-content/uploads/2015/03/Louise-Porter-developing_responsible_behaviour.pdf).

Phoenix, S. (2017). *The Phoenix Cups Kit "Educator's Toolkit for Behaviour Resource"*. Cleaveland, Queensland: Phoenix Support for Educators.

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## Termination of enrolment policy

Date Reviewed:

June 2, 2021

Regulation:

Standards:

5, 7

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**Note:** The cancellation of the enrolment with Woden Valley Early Learning Centre (WVELC) is not a decision that is taken lightly, and happens only in exceptional circumstances.

WVELC may require that a parent/guardian remove their child/ren from care under the following circumstances:

### The child/ren

- The child/ren does/do not adapt to their environment within a reasonable time period;
- The child/ren is/are at risk of causing serious injury to themselves or other children; and/or
- WVELC is unable to accommodate for the child/ren's special needs (e.g. alterations to the building etc.)

**Note:** WVELC has a mandate to integrate children, and its staff must make every possible effort to do so before cancelling an enrolment.

If all the tools and strategies of the intervention plan do not result in an improvement within a reasonable time period, and if the situation presents a clear danger to the health and wellbeing of other children and/or the staff, the Director will decide if the enrolment should be cancelled and if the child should stop attending WVELC.

Parents/guardians will be given a reasonable time period (usually two weeks) to provide time to source alternative childcare arrangements. If the child or parent/guardian present an immediate danger to others, WVELC will request that the child be removed immediately.

### The parent/guardian

WVELC may demand that a parent/guardian remove their child from care under the following circumstances:

- The parent/guardian does not make an effort to pick up their child when the child is sick, or bring their child to WVELC knowing full well that the child is sick;
  - The parent/guardian regularly makes late payments or doesn't pay at all (refer to **Enrolment, orientation and fee policy**);
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- The child suddenly stops attending child care, and does not return to WVELC within four weeks and parent/guardians cannot be reached;
- Refusal to respect the WVELC rules, policies and procedures;
- Acts contrary to the values and interests of WVELC (e.g. defaming WVELC either verbally or in writing, refer to **Families code of conduct**);
- Physical or verbal violence towards a member of the staff, a child, other parents/guardians or any other person on site (immediate termination); and/or
- The parent/guardian does not collaborate with WVELC on establishing and implementing strategies towards improving the child's behaviour.

Before termination of any enrolment, parents/guardians will first be expected to attend a meeting with the Director, a letter of concern and action plan will be issued for every non-compliance situation, with the expectation that WVELC and parents/guardians will work in collaboration to put strategies for improvement in place.

If there has been no improvement or modification of the unacceptable behavior, a second warning letter will be sent, followed by a final notice cancelling the child's registration with WVELC.

#### **Related policies and procedures**

- **Interaction with children policy**
  - **Behaviour guidance procedure**
  - **Behaviour guidance plan**
  - **Enrolment, orientation and fee policy**
  - **Families code of conduct**
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