

Inclusion, Harassment and Bullying Policy

1. POLICY STATEMENT

We are committed to providing care for all students, families, volunteers and educators despite personal attributes.

Definitions

Inclusion: children and families have access and can fully participate in all aspects of the service with or without necessary assistance and support.

Personal attribute: a feature of a person's background or personal characteristics that is protected by State or Commonwealth anti-discrimination legislation. For example: race, disability, sex, sexual orientation, gender identity, religion etc.

2. SCOPE

This policy applies to students, families, volunteers and educators at the service.

3. IMPLEMENTATION

(a) The Approved Provider (Walkerville Primary Governing Council Inc) will:

- ensure students, families, volunteers and educators are provided opportunities to fully participate in the OSHC service, developing a culture of inclusion and acceptance.

(b) A Nominated Supervisor/Certified Supervisor and educators will:

- create a program to accommodate the needs of all children in care.
- respect the individuality of all children and educators.
- assist children to understand and appreciate cultural diversity through programming that is inclusive of each individual's cultural needs and differences as much as possible.
- actively seek input from cultural identities within its local community.
- assist with the inclusion of children and educators with disabilities and additional needs into the service once appropriate levels of support to facilitate effective inclusion are available. This may include some physical facilities, specialised educator training, contractors, volunteers, students and additional educators.
- model appropriate behaviour and respect for all children encouraging inclusive play, care and discussions of fairness and equity.
- identify children with additional needs and provide support and assistance when needed for the child to fully participate in the service.

- educators will interact with children without bias, prejudice or reference to any stereotype and will avoid making comparisons between children.
- resources will be monitored within the service to ensure that there is no evidence of stereotyping, bias and discrimination.
- to ensure that all children are receiving optimal care within the service, educators will participate in professional development and training and have ready access to reference materials within the service.
- manage all observed or reported incidences of bullying, harassment or exclusion as set out in this policy.
- carefully monitor children's behaviour while participating in any of the services programs or activities.
- encourage children to report any incidents of bullying that they are either involved in or witness.
- keep a record of bullying or harassment behaviour.
- keep the Principal or delegate and families informed of any ongoing incidents

4. BULLYING/ HARASSMENT PROCEDURE

Step 1: Reminder of the programs behavioural expectations (see Walkerville OSHC Behavioural Expectations).

Step 2: Official warning issued to child with consequences outlined according to Walkerville OSHC Behaviour Plan.

Step 3: Stated consequence followed through, if needed child to spend one on one time with educator to calm down, discuss and reflect on behaviour.

Step 4: Refer to director/ responsible person in charge. Child encouraged to reflect on and discuss their actions.

Step 5: If serious incident occurs refer to school delegate in presence of responsible person.

Step 6: when three or more incident reports have been recorded in any term or vacation care period involvement of school leadership and families to create a behaviour plan and make future goals.

Step 7: temporary suspension from the service involving consultation with child, families, directors, school delegate. Negotiating terms of recommencement at service.

Step 8: termination of enrolment in the service program involving consultation with child, families, directors, school delegate.

5. SOURCES

- ACECQA - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011
- Education and Care Services National Regulations 2018
- My Time Our Place

6. REVIEW

This policy will be reviewed every 2 years or when required by the Governing Council, Management Committee, Educators and families.

7. LEGISLATIVE REFERENCES

National Quality Standard

Quality Area 1 - Educational Program and Practice:

- 1.1 Program: The educational program enhances each child's learning and development.
- 1.2 Practice: Educators facilitate and extend each child's learning and development.

Quality Area 2 – Children's Health and Safety:

- 2.1 Health: Each child's health and physical activity is supported and promoted.
- 2.2 Safety: Each child is protected.

Quality Area 3 – Physical Environment:

- 3.1 Design: The design of the facilities is appropriate for the operation of a service.
- 3.2 Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Quality Area 4 – Staff Arrangements

- 4.1 Staffing arrangements: Staffing arrangements enhance children's learning and development.
- 4.2 Professionalism: Management, educators and staff are collaborative, respectful and ethical.

Quality Area 5 – relationships with children

- 5.1 Relationships between educators and children: Respectful and equitable relationships are maintained with each child.
- 5.2 Relationships between children Each child is supported to build and maintain sensitive and responsive relationships.

Quality Area 6 - Collaborative partnerships with families and communities

6.1 Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role.

6.2 Collaborative partnerships: Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Quality Areas 7 - Governance and Leadership

7.1 Governance: Governance supports the operation of a quality service.

7.2 Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community.

Education And Care Services National Regulations

73 Educational Program

90 medical condition policy

113 Outdoor Space – natural environment

155 interactions with children

156 relationships in groups

157 Access to Parents

Legislation

- Age Discrimination Act 2004 (Cwlth)
- Anti-Discrimination Act 1991 (Qld)
- Australian Human Rights Commission Act 1986 (Cwlth)
- Disability Discrimination Act 1992 (Cwlth)
- Disability Standards for Education 2005 (Cwlth)
- Education (General Provisions) Act 2006 (Qld)
- Multicultural Recognition Act 2016 (Qld)
- Racial Discrimination Act 1975 (Cwlth)
- Sex Discrimination Act 1984 (Cwlth)

My Time Our Place

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 5: Children are effective communicators