

Inclusion Policy

Covenant Community Preschool (CCP) recognizes and respects the rights of all adults and children in our service. We value the ability, individuality and cultural background of all children by providing each child with the opportunities they need to reach their full potential as active learner within an inclusive ethos/culture. We aim to actively promote equality of access and participation and eliminate discrimination on grounds of, gender, family status, religion, age, disability, race and membership.

Rationale

CCP is committed to working in partnership with parents to support children's ability, cultural background and sense of belonging. We will support families in their parenting role and respecting their values and beliefs about childrearing. We will support children to become respectful of difference and foster each child's critical thinking in order to confront bias and discrimination. We will implement a curriculum that meets the individual needs and emerging interests of the child and respond to children's diverse and individual learning needs and styles through an emerging curriculum.

We will respond appropriately and sensitively to any additional needs a child may experience. Additional needs may include any change introduced into the child's life, such as a new sibling, moving to a new house, or absent parent/s.

We will support continual development for all early childhood teachers so as to ensure they are trained in an equality and diversity approach to providing care and education to all.

We will ensure fair and equal opportunities for all potential and existing employees.

Sample Procedure

All children attending CCP are supported to:

Feel secure and know that their contributions are valued

Know they belong and are valued as unique individuals

Know their cultural backgrounds are respected and valued

Learn in groups that allow them all to experience success

Engage with materials and experiences that reflect a range of social and cultural backgrounds, gender and ability (visitors, books, music, musical instrument, cooking activities, craft, clothing, multicultural dolls, games, play equipment, posters and other props.

Have a common curriculum experience that allows for a range of different learning styles Participate fully, having particular regard for children with a variety of disabilities

Families attending CCP are supported to

Consult with the director about the care of each child to minimize conflict between the CCP's philosophy and family values.

Be involved in policy and procedure development to ensure cultural sensitivities are included.

Access information about CCP and the policies and procedures

Participate in the program and to introduce their culture's food, art, music, language, celebrations and dress to the other children.

Early years educators will promote equality, diversity and inclusion. They will:

Remove assumptions, judgements and expectations about the cultural and linguistic backgrounds of all families.

Regard all individuals equally, showing sensitivity and providing equal opportunities for all children of all background.

Demonstrate positive attitudes when making changes to accommodate all children. Work as a team with parents and other professionals to develop, carry out and review plans for children with additional support needs.

Responding

- The first step in handling incidents involving discrimination is to recognize and acknowledge what is happening.

- All children will be informed that name-calling or physically hurting someone is unacceptable.

- When an incident occurs (hurtful remark made by one child to another) both children learn from the incident.

- Staff will strive to determine the real reason for incidents involving exclusion or

conflict. It may not be a discriminatory incident, so staff will be careful not to make assumptions.

- An incident should be considered from the perspective of all individuals involved as well as those who witnessed it. Appropriate actions need to be taken, at circle time or in group discussions, in order to address incidents witnessed by children who were not involved. This does not mean singling children out in the group.

- By showing empathy and expressing our feelings, we help children to express their feelings.

It is important to be aware of how our own attitudes can shape how we respond to a given situation. All staff will be mindful that early childhood teachers are role models for the children and the early childhood service. Children will do as we do.

Considerations - special needs and behavioral disorders

Children who have been identified as having special needs before registration are considered for admission on an individual basis to determine CCP's capability to provide the level of care needed. Relevant records and evaluations must be provided to CCP at the time of application. The director will consult with parents to gain information about the child's developmental strengths and weaknesses. Based on this information the Director will determine enrollment.

Parent's failure to share pertinent records and evaluations will void the enrollment of the child at CCP.

The behavior and maturity of the child may influence the child's success in school.

To attend CCP the child must have the ability to maintain the class schedule.

After enrollment, all children are observed to determine CCP's ability to meet their needs. If concerns arise a conference will be scheduled between the child's parents and CCP staff to discuss the child's progress and other identified needs.

Two possible determinations are made:

- **The child's presence in the classroom is of mutual benefit to the child and CCP.**

- **CCP is unable to meet the child's needs. Enrollment will terminate.**

If concerns arise that the child may benefit from additional services or support, parents will be required to seek a professional evaluation to continue enrollment evaluation within 30 days. A copy of results of the evaluation is required to continue enrollment. Based on information received and consultations with parents, teachers, and professionals, a decision about the child's continued enrollment will be made. If parents decline evaluation of their child, and it is determined the child is not functioning in the classroom, enrollment will terminate.

CCP makes practical adaptations to meet the individual needs of each child. However, the safety and successful functioning of the class unit always has priority over the individual needs of any given child.

CCP will strive to accommodate as broad a range as possible in the belief that this diversity strengthens and enriches all children and the adults who work with them.

This policy was adopted by CCP on Date: January 1, 2020

Signed by: _____