B-5	DIVERSITY, INCLUSION, EQUITY & ANTI-BIAS	Thornleigh West OOSH

POLICY STATEMENT

All children, educators and families have the right to feel respected and be treated equitably. TWOOSH encourages compassion, understanding, tolerance, acceptance and respect for all and aim to provide an environment where everyone is encouraged to develop to their full potential. We are committed to implementing high quality, inclusive practices and ensuring quality programs respond to the individual abilities and needs of each child. We aim to work closely with Guardians, TWPS principal, class teachers, Inclusion Support Unit staff, and other professionals to achieve this, particularly for children with additional, or high support needs. Our philosophy encompasses the following principles:

- Provide a safe, happy, inclusive, caring, fun and creative environment for children.
- Ensure our duty of care to provide an inclusive and safe workplace environment for TWOOSH Educators.
- Encourage respect, honesty, tolerance, kindness, equity and appreciation of others.
- Value diversity and encourage acceptance, tolerance, understanding and respect from and for all children.
- Acknowledge that all children have individual talents, personalities, interests, needs and abilities that must be nurtured and encouraged to flourish.

REFERENCES AND CONSIDERATIONS

- National Quality Standards 2026 Quality Areas 1.1, 1.2, 4.2, 5.1, 6.1, 6.2, 6.3
- Gender Equity Action Plan, NSW Department of Education
- Education and Care Services National Regulations 2025 73, 74, 75, 76, 155, 156, 168
- Disability Discrimination Act 1992 (Cth)
- UN Convention on the Rights of the Child
- Inclusion Support Program, Australian Government Department of Education
- KU Children's Services and 'Include Me'
- Funding - Australian Government Department of Education and Training
- Inclusion support portal, Australian Government Department of Education

Related TWOOSH documents

- TWOOSH inclusion support plans (BSC, ASC, VAC)
- TWOOSH risk minimisation plan – Children with additional needs
- TWOOSH enrolment form
- TWOOSH Family Information Booklet
- TWOOSH Philosophy
- Policy A-3 – Enrolment and orientation
- Policy A-12 – Confidentiality and privacy
- Policy B-7 – Interactions with children
- Policy D-9 – Providing a child safe environment

PROCEDURES

Inclusive practices

- Educators treat all children equally and encourage them to treat each other with respect, fairness and kindness.
- Educators work in partnership with families to provide care that meets the child's needs and is consistent, where appropriate, with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure consistency in care of the child.
- Educators are sensitive and attentive to all children and respect their backgrounds, gender, unique qualities and abilities.
- Families and children are equally caring and respectful of TWOOSH Educators and value their diverse backgrounds, gender, work experience and knowledge.
- TWOOSH ensure that the environment reflects the lives of the children and families attending TWOOSH and the cultural diversity of the broader community and ensure all children's individual needs are accommodated to at TWOOSH.
- Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in TWOOSH. This may include assistance from external services, adaptation to the environment, changes to routines, and Educator arrangements to facilitate inclusion. We will achieve this in collaboration with the child's family, TWPS, allied health professionals and the Inclusion Agency.
- Educators create opportunities in the program for experiences that are not based on gender role stereotypes. They act as positive role models by encouraging all children to be involved in a variety of activities, regardless of gender, and challenge stereotypical views.
- Educators use the same emotional support strategies for all children.
- Educator's responses are not shaped by gender expectations or stereotypes.
- Educators role model appropriate ways to challenge discrimination and prejudice and actively promote inclusive behaviours in children.
- Children will never be singled out or made to feel inferior or superior to others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours.
- Resource materials and equipment used in at TWOOSH will, as far as possible, be non-stereotyped.
- Educators consider professional support recommendations (eg. psychologists, doctors, Support Unit staff) where possible and incorporate their goals into the care of the child.
- Educators create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists within TWOOSH and in the broader community by:
    - Encouraging all families, children and other Educators to share their experiences, skills, cultures and beliefs;
    - Inviting community members to TWOOSH to share their stories, songs, experiences, skills, cultures and beliefs;
    - Accessing and using a range of resources (including multicultural and multilingual resources) that reflect the diversity of children and families within TWOOSH and in the broader community.

Recruitment

Educator recruitment and professional development

- Where possible, TWOOSH will aim to recruit Educators of both genders, from diverse cultural and linguistic backgrounds that reflect the cultural diversity of our community.
- All Educators are provided with a copy of the Outside School Hours Care Code of Professional Standards.

- Educators attend regular staff meetings to promote the delivery of quality and consistent inclusive practices. Staff meetings are used to encourage reflective conversations around values, attitudes and beliefs in relation to inclusion, diversity and gender equity.
- The Director and Educators will attend professional development that builds awareness of their own cultural beliefs and values, to increass their cultural competence and help them challenge discrimination and prejudice.
- Where approved, Management provides opportunities for Educators to engage in training related to the inclusion of children with additional needs and make this part of regular training offered each year.
- Educators will share knowledge they have gained through training workshops with the rest of the team and support each other to grow and develop.

Inclusion of children with additional needs

Pre-enrolment considerations

TWOOSH is a strong advocate for the inclusion of children with additional needs. We work closely with the Inclusion Support Program and have worked with our Inclusion Professional (IP) to develop an active Strategic Inclusion Plan (SIP). The SIP outlines the barriers, strategies and actions to include all children within our program. This plan includes the application for inclusion support funding which allows us to roster additional Educators to ensure the safety, wellbeing, and active support to assist all children within our program. Funding is designed specifically to support the children to become an active part of the program, interact with other children of similar age and not to separate them from the main TWOOSH program. This funding is critical to enable us to remain as strong advocates for these children.

When offering positions to families of children with high care needs, availability and safety are considered in alignment with the Disability Discrimination Act 1992.

In order to enrol children with diagnosed additional needs the following steps will be taken:

- Guardians will be asked to inform TWOOSH of any additional needs/medical conditions the child may have at the time of enrolment. This information will be recorded by the Guardian on the child's enrolment form.
- On receiving this information, TWOOSH will contact the family to request signed and dated letters of diagnosis, copies of disability health cards, speech pathology, occupational therapy or other relevant reports.
- Guardians will be asked to sign and return the KU permission form and Inclusion Development Fund Manager (IDFM) parent permission, to allow us to consult with our IP and add their child's details to the SIP and apply for funding if required.
- TWOOSH enrolment numbers will be assessed to see if places are available and if the child's needs can be supported; if not, the family may be waitlisted.
- Access to care will focus on the needs of the child and TWOOSH's ability to meet these needs while maintaining centre-wide safety and delivering a high-quality program. Our risk minimisation plan will be used to determine if appropriate care can be provided based on barriers and risks across TWOOSH and the program.
- Enrolment in TWOOSH may be subject to approval of government funding which may take up to 5 weeks to arrange. Prior care arrangements will be at the discretion of the Director in consultation with Guardians, Educators and the Management Committee.
- If places are available, Guardians may be asked for authorisation of consultation between TWOOSH and their class teacher. The purpose of this is to collaborate, create and put a child profile/plan in place with strategies and other information relevant to the care of the child.
- For children in the Support Unit, permission will be sought for TWOOSH and the Support Unit to share information between them to gain a greater understanding of their support needs, likes, dislikes, challenges and active strategies.

- There will be an orientation process where the child visits TWOOSH with Guardians to meet the Director, Assistant Director, other Educators and become familiar with the environment.
- Management and Educators will work with families, inclusion support agencies and other specialists associated with the child to develop individual support plans.
- Standard policies apply once the child is enrolled.

Inclusion support team

TWOOSH has a strong focus on ensuring best outcomes for all children in our care. To assist with this, along with our regular senior, and junior programming teams, we have an inclusion support planning team who meet once a week and work closely with the programming groups on including all children in our programs. The team will:

- Discuss the needs and interests of all children requiring support, taking into account feedback from their teachers and families, to then determine how we can further support them within our program, including developing new resources to assist.
- Set goals and strategies for these children to be communicated to all Educators weekly and during monthly meetings.
- Reflect on the inclusion support plan and discuss how we can implement the actions and strategies within this plan.
- Work individually with other Educators to support them in their practices.
- Be responsible for daily liaison with the school's Inclusion Support Unit, including informing them of who will be picking up the children in the afternoon.

Revisions

Date of next review: July 2027

Date	Reviewer	Approved by
07.08.18		TWOOSH Management Committee
26.11.18		TWOOSH Management Committee
29.07.19		TWOOSH Management Committee
10.08.20	MS, MK	TWOOSH Management Committee
29.07.21	AR	TWOOSH Management Committee
17.04.23	HB	TWOOSH Management Committee
18.06.24	JS	TWOOSH Management Committee
23.03.26	BU	TWOOSH Management Committee