

## **INCLUSION POLICY**

### **Policy Statement:**

Baron's Playschool recognises and respects the rights of all adults and children in our service regardless of their cultural background. We provide each child with the opportunities they need to reach their full potential as active learners within an inclusive ethos/culture. We aim to promote equality of access and participation and eliminate discrimination on grounds of, gender, civil status, family status, sexual orientation, religion, age, additional needs, race and membership of the travelling Community.

Baron's Playschool is committed to working in partnership with parents to support children's ability, identity, cultural background and sense of belonging.

- We will support families in their parenting role and always respect their values and beliefs about child rearing.
- We will support children in becoming 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 under Síolta, The National Quality Framework (2006) and Aistear: The National Curriculum Framework (2009) 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. We understand this may include any change introduced into the child's life, such as a new sibling, moving to a new house, absent parent/s, or a situation that may call for a long-term care plan, such as asthma, allergies, additional needs, development delay and medical conditions.
- We will support continual development for all of our staff members 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 in line with our Recruitment Policy.

### **The Children will:**

- Feel secure and know that their contributions are valued.
- Know they belong and are valued as unique individuals.
- Feel strong and confident about their identity.
- 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, craft, clothing, multicultural dolls, multicultural jigsaws, 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 and being cognisant of children with a variety of abilities.
- Respect the purpose for which other children's aids are intended.

**Families attending the centre are supported to:**

- Work in partnership with the staff about the care of each child to minimise conflict between the service's philosophy and family values.
- Be involved in policy and procedure development to ensure cultural sensitivities are included.
- Access information about the service and the policies and procedures by translating information into their home language if necessary.
- Participate in the service's programme and to introduce their culture's food, art, music, language, celebrations and dress to the other children in the service.

**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 and the team.
- Regard all individuals equally, showing sensitivity and providing equal opportunities for all children of all background.
- Actively intervene in situations when bias is shown and encourage children to challenge bias.
- 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.
- Adhere to the National Diversity, Equality and Inclusion Charter.
- Have undertaken training when they can to further themselves in the Equality, Diversity and Inclusion Charter.

**Dealing with Discriminatory Incidents:**

- The first step in handling incidents involving discrimination is to recognise and acknowledge what is happening.
- All children will be informed that name-calling or physically hurting someone is unacceptable, no hurting bodies and no hurting feelings.
- When an incident occurs (hurtful remark made by one child to another) both children learn from the incident.
- Staff will endeavour 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.
- Some issues may be brought into the Playschool by the child, arising from comments made by adults outside the service. Staff will recognise when it is an adult issue and identify appropriate actions for addressing the issue with the child's parents or guardians.
- 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 practitioners are role models for the children and the early childhood service. Children will do as we do.
- The Inclusion Co-ordinator in our service is Deirdre Comerford.

Date this policy was created: 17/07/2019