



Policy No: CE-POL-026/1/2025

Inclusion policy

Custodian: Management
Committee

Custodian Contact:
dl.5363.administration@schools.sa.edu.au

Version No: 1

Approved By:

Burcu Subasi

- Chairperson

**On behalf of the Management
Committee.**

Approval Date: 20/8/25

Next Review Date: 20/8/28

Supersedes: New policy

1 Purpose:

C.a.F.E. Enfield Children's Centre believes every child has the right to equitable access to quality early learning, regardless of ability, background, culture, language, gender, or socioeconomic status. This policy affirms our commitment to equity, inclusion, and social justice in early childhood education. It ensures that every child, family, and educator is respected, valued, and supported to participate fully in our learning community.

'Inclusion ensures that all children participate meaningfully while learning and interacting in programs that acknowledge each child's strengths and interests, so that they are supported to be active members of their community'. (ECA Statement on the Inclusion of every child in early childhood education and care).

2 Scope:

Approved Provider (*at this site we have 2 approved providers- DfE for preschool and the Management Committee for child care*)

Nominated Supervisor
Responsible Person on Duty
Educators
Parents & Children
Students & Volunteers

3 Supporting Documents:

[Curriculum, pedagogy, assessment and reporting early childhood services to year 12 policy](#)
[Early Years Learning Framework \(v2.0\)](#)
[ECA Code of Ethics](#)
[ECA Statement on the Inclusion of every child in early childhood education and care](#)
[Guide to the National Quality Framework](#)
[Philosophy Statement](#)
[Quality Improvement Plan](#)
[Supporting Interactions with children policy](#)
[United Nations Convention on the Rights of the child](#)

4 Policy Details:

Inclusion is a human right. It is embedded in our daily practices, environments, and relationships. Inclusion means building upon and fostering diversity. It involves working with **all** children and not particular groups of children.

Diversity enriches learning. We celebrate and reflect the diverse identities, cultures, and experiences of our children, families, and educators.

Anti-bias education is essential. We actively challenge stereotypes, discrimination, and exclusion through curriculum, dialogue, and critical reflection.

We believe all children are capable and competent from birth and are active agents in their own learning. We provide opportunities for meaningful participation by all children.

We are committed to learning more about inclusion and inclusive practices. As a staff team we reflect on our practices, our environment and any potential barriers to learning that children face and we seek to address these. Educators will be informed by specialised knowledge and multiple perspectives drawn from a range of allied health & support professionals.

5 Procedures:

Curriculum and Pedagogy

Our practices reflect the belief that children are capable and competent learners from birth and unique in their own individual way. Each child's strengths are built upon.

Educators will:

- embed inclusive and anti-bias practices in planning, documentation, and learning experiences
- use inclusive and culturally responsive resources and materials that reflect the diversity of our community.
- support children's home languages and cultural identities.
- support children's diverse communication methods
- adapt activities, interactions, communication, the environment, and documentation to ensure all children & families are actively included and supported to participate meaningfully in the curriculum
- promote the inclusion of children's voices in decisions that affect them.

Environment and Accessibility

Our physical and emotional environments support meaningful participation for all children and their families, and we will make reasonable adjustments (if possible) when necessary to achieve this.

We provide learning environments that are flexible, adaptable and cater for the interests and abilities of all children.

Family and Community Engagement

We acknowledge that parents are their child's first and most important educator and know their child best. We believe young children are happier and achieve more when families and educators work together to share insights, aspirations and documentation to support and extend children's learning and development. Therefore educators will:

- create welcoming and culturally safe environments for all children & families
- learn about, respect and respond to the uniqueness of each child's family including their circumstances, culture, family structure, customs, language, beliefs and kinship systems (ECA Code of Ethics, 2016).

- Involve families in curriculum planning & decision-making (including any necessary changes or modifications to the physical environment).
- collaborate with inclusion professionals & allied health professionals to support inclusion.

Professional and Ethical Educators

We recognize that the quality of educators is key to providing high-quality care and education for young children. Our commitment to the professionalism & knowledge of our educators includes:

- providing ongoing professional development opportunities focused on equity, inclusion, and cultural competence.
- encouraging educators to engage in reflective practice and continuous improvement.
- supporting educators in developing skills to implement anti-bias and inclusive practices.
- uphold ethical responsibilities as outlined in the ECA Code of Ethics.
- use the EYLF and NQS to guide inclusive practices.

Advocacy and Leadership

- advocate for the rights of all children to participate fully in early childhood education.
- lead by example in promoting inclusive values and practices
- promote the value of play as learning
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families (ECA Code of Ethics, 2016)
- promote greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being and actively work towards reconciliation.
- encourage others to adopt and act in accordance with this (& other) policies and to take action to address unethical practices or behaviours

6 Related Legislation and Regulations

Disability Discrimination Act 1992

Education and Care National Law 2011

Education and Care National Regulations 2011

Reg 73 Educational program

Reg 76 Information about educational program to be given to parents

Reg 155 Interactions with children

Reg 156 Relationships in groups

Reg 168 Education and care service must have policies and procedures

Reg 170 Policies and procedures to be followed

7 Definitions of Terms:

Term	Meaning
DfE	Department for Education
Inclusion	The intent is to ensure all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference
Anti-bias curriculum	an educational approach focused on fostering respect for diversity and actively combating bias and unfairness

8 References:

ACECQA Guide to the National Quality Framework

Australian Government Department of Education website, accessed online 4/6/25 at url: <https://www.education.gov.au/early-childhood/about/national-quality-framework/inclusion>

Early Childhood Australia code of Ethics 2016

Early Childhood Australia *Statement on the inclusion of every child in early childhood education and care, 2016*

Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0). Australian Government Department of Education for the Ministerial Council (AGDE) 2022.

South Australian Department for Education, 2025, *Inclusive Education and Care : leading practice paper*

United Nations Conventions on the Rights of the Child, UNICEF, 1990

United Nations Convention on the Rights of person with a Disability, 2008

9 Reviewing Strategy and History:

Review should be conducted every 3 years to ensure compliance with this procedure

Version No.	Reviewed By	Approved By	Approval Date	Review Notes
1	Educators Management Committee	Burcu Subasi Chairperson	20/8/25	New policy