

Anti-Bias & Inclusion

All children have the right to be treated equally. Diversity in all its forms should be embraced within Early Childhood Services to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their care environment, community, country, and the world.

National Quality Standard (NQS)

Quality Area 5: Relationships with Children		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

Education and Care Services National Regulation	
155	Interactions with children
156	Relationships in groups
157	Access for parents

Related Policies

Additional Needs Policy
 Code of Conduct Policy
 Educational Program Policy
 Interaction with Children, Family and Staff Policy
 Orientation of New Families Policy
 Privacy and Confidentiality Policy
 Respect for Children Policy
 Gender Equity Policy

PURPOSE

We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of everyone regardless of their race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children, families, and staff are welcome and treated equitably and with respect.

SCOPE

This policy applies to children, families, staff, management, and visitors of the Service.

IMPLEMENTATION

Our *Anti-Bias and Inclusion policy* underpins the philosophy of the Service. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the Service. This policy aims to assist children to form positive social relationships and to learn to accept the diversity of members within and outside of the Service community.

“Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. This is evident in everyday practice when Educators demonstrate an ongoing commitment to developing their own cultural competence in a two-way process with families and communities” (EYLF, p.16).

In Relation to Cultural or National Origin and Racial Identity:

- Children and Educators will have access to information and training about other cultural and racial identities, especially those relevant in the Service.
- Educators will work with one another, families, and children to continue to extend their individual and communities’ cultural competence.
- Educators will expose children to a wide variety of concrete materials from the daily life of a variety of families and cultures.
- Where possible, the Service will employ Educators that reflect a variety of cultural, national origin, and racial identities.
- Educators will affirm and foster children’s knowledge and pride in cultural identity.
- Educators will foster children’s curiosity, enjoyment and empathetic awareness of cultural differences and similarities.
- Educators will teach children to overcome any inappropriate responses triggered by cultural differences.
- Educators will encourage children to ask about differences in physical characteristics.
- Educators will enable children to feel pride, but not superiority, about their racial identity. Educators will help children to become aware of our shared physical characteristics – what makes us all human.
- Educators will encourage parent input into the program and to participate on a level that they feel comfortable with, sharing their culture, and, for example, their language.
- Educators will collect information from each family on enrolment and incorporate it into the program to meet individual family needs in regard to ethnicity and home language.

- Educators where possible will use both the Educators and children’s first language as appropriate within the Service environment.
- Educators will respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play resources, and dolls that will encourage open discussion and exploration of a variety of cultures.
- Where possible resources will include 2D and 3D materials of different skin tones.
- Educators will present books that reflect different languages and children’s first language.
- Educators will know and understand the needs, strengths, and attitudes of each culture represented at the Service.
- Educators will challenge inappropriate or stereotypical conversations or remarks by children.

In Relation to Diversity in Family Composition

- Educators will create an environment that is welcoming to all families.
- Educators will respect each family, and work in partnership to support the child’s emergent identity as an individual, member of their family, our Service, and the community.
- Educators will engage in simple discussion about families that focus on fact rather than values e.g. “some children live with their Mum or Dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads”.
- Educators will be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluate the effect these may have on their attitudes and interactions with families.
- Educators will respect family lifestyle choices.
- Educators will treat all families respectfully regardless of socioeconomic background.
- The Educators and children will discuss how members of the community can support one another and less fortunate people through the provision of resources, donations of goods or time etc.

In Relation to Indigenous and Torres Strait Islander People;

- Educators will deepen their own knowledge and understanding of Indigenous and Torres Strait Islander culture through attending professional development, reading current information and regularly reflecting together as a team to embed Indigenous and Torres Strait Islander perspectives and culture into the program in a positive way, consistent with how local Indigenous community wish to be presented.
- The Service will develop an acknowledgement of country, which will be displayed and will be conveyed during special events and incorporated into the program on a regular basis.
- Educators will develop awareness/understanding about the Indigenous and Torres Strait Islander people as part of the cultural heritage of all Australians.

- Educators will show respect for the Indigenous and Torres Strait Islander culture, aiming to instill sensitivity/appreciation of the culture and a valuing of individuals.
- Educators will encourage the Indigenous and Torres Strait Islander community to access children services.
- Educators will show sensitivity and respect the numerous Indigenous and Torres Strait Islander languages by incorporating where possible verbal and visual language into the Service environment.
- Educators will access and encourage Indigenous and Torres Strait Islander families, Educators, and community members to share their culture with the children.

In relation to ability

- Educators will provide an inclusive educational environment in which all children can succeed.
- Educators will promote acceptance, respect and appreciation for individuals varying abilities.
- Educators will consult with all families and other professionals to enable full participation in the program for children with varying abilities. Educators will evaluate and alter the environment to enable all children to develop autonomy, independence, competency, confidence and pride.
- Educators will provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different.
- Educators will empower all children in their own learning to ensure that they gain a feeling of self-respect.
- Educators will treat all children fairly and develop an understanding that everyone has something important to contribute.
- Educators will observe all children and with family consultation, provide an individualised program to extend each child's interests and abilities.
- Educators will create an environment where all children can participate in activities and experiences.

Promoting inclusion and diversity into the curriculum

- Educators will promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes.
- Educators will develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests.
- Management will assist Educators with the development of required skills and knowledge for working with all children and families.
- Management and Educators will work with Inclusions support facilitators to aid the inclusion of children with additional needs.

- Educators will explore the values and uniqueness of the diversity within the service. These opportunities will form part of the curriculum.
- Educators will treat children with respect by answering their questions honestly.
- Educators will adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum.
- Educators will provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity.
- Educators will incorporate children’s home language.
- Educators will reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met.
- Educators will involve families in the planning of learning opportunities reflective of their culture.

Source

- Anti-Discrimination Board of NSW: <http://www.antidiscrimination.justice.nsw.gov.au/>
- Australian Children’s Education & Care Quality Authority. (2014).
- Belonging, Being and Becoming: The Early Years Learning Framework for Australia. (2009).
- Early Childhood Australia Code of Ethics. (2016).
- Exploring Multiculturalism: www.cscentral.org.au/Resources/Exploring_Multiculturalism.pdf (no longer available)
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
- Guide to the National Quality Standard. (2017).
- Revised National Quality Standard. (2018).

Review

Policy Reviewed	Modifications	Next Review Date
April 2017	Minor changes made to policy	April 2018
October 2017	Updated the references to comply with the revised National Quality Standard	April 2018
April 2018	Minor terminology adjustments made to the policy	April 2019

<p>April 2019</p>	<ul style="list-style-type: none"> • Anti-bias policy deleted from ‘related policies’ • Additional needs policy and Gender equity policy added to ‘related policies’ • ‘Gender equity’ section deleted • Additional information added to points. • Sources checked for currency. • Sources/references corrected, updated, and alphabetised. • Incorrect links deleted and replaced with correct ones. 	<p>April 2020</p>
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