



## Inclusion and Anti-Bias Policy

### **Aim**

To develop positive opinions, ideas and beliefs that are inclusive and accepting of diverse societies and cultures including varying cultures, disabilities, gender equity. We value diversity and will place this and inclusion at the centre of our practices to develop respectful and reciprocal relationships with one another. The service will discuss relevant issues to challenge biases to contribute towards a fair and equitable world.

### **Strategies**

- Our children, families and educators cultures, beliefs and abilities are celebrated within our practices and embedded within our curriculum and educational program.
- A learning atmosphere is created in collaboration with the children, families and home environments where they experience respectful communication with one another. This builds trust and children can share and value each other's knowledge and contributions.
- People from our community, including parents and families, are encouraged to visit our service to help children to develop respect about diversity through understanding.
- The service is committed to educator's professional development training in anti-bias and inclusion awareness and for them to effectively utilise these new skills to promote an understanding of other cultures with the children, foster the development of children's identities and self-esteem and create awareness of any bias and stereotypes so that the children can essentially have the tools to respond to bias appropriately..
- We will obtain resources to assist non-English speaking families. E.g. a translator, learning key words, bi-lingual reading material or home language and visual aids.
- Anti-bias practices and examples will be included within the educational program for the children to relate to such as books, resources, media resources. These will share strong messages about diversity, inclusion and acceptance.
- Community workers and visitors will portray both genders. They will be addressed in anti-bias terms. E.g. Police Officer rather than a Police Man, spokesperson rather than spokeswoman.
- All children, families and educators will be treated equally at all times regardless of race, culture, sexual preferences, beliefs, religion, values, traditions, practices, physical and/or non-physical disabilities and impairments or socio-economic status.



- Anti-bias practices will be modelled by educators for the children and families, also modelling inclusive behaviour
- To provide a service with wheelchair/disability access in regards to entry, hallways, exit and bathrooms.
- To identify whether a child has an additional need through the services orientation procedure, enrolment form and enrolment procedure.
- Implement two-way communication procedures with parents and educators on how the service will be able to cater children's individual needs.
- Establish a detailed history background of any child with additional needs in relation to specialists, early intervention services, funding, external resources and individual goals and or programs developed or implemented.
- Access pre-existing support services used by the child and family to provide a familiarity and continuity in goals and programs.
- Access and refer further support services that are existing in the local community. E.g. Physiotherapy, Speech Pathologists, Family Support Groups etc.
- Establish regular parent and educator communication through daily verbal contact, monthly meetings, or any other forms of communication on an agreed basis to develop short and long term goals for the individual child.
- Plans to regularly meet with parents, Early Intervention Services and educators to discuss, evaluate and plan for the individual child's progress, interests and needs.
- Educators will use a variety of resources that represent a wide spectrum of cultures both within the service as well as out sourcing resources within the community such as families and agencies.
- Educators will be familiar and knowledgeable in a variety of cultures and are willing to further their knowledge and skills as required.
- Educators will share aspects of their own culture with the service and the children where appropriate
- A sense of inclusion and celebrating diversity for all families will be embraced within the service.
- Educators will use appropriate language that is anti-bias. E.g. "*Well done Peter, Sally your dress is colourful today, Laura you have big muscles to carry that truck*" rather than "*good boy, you look pretty, only boys have big muscles, only boys play with trucks.*"



- Educators will acknowledge and evaluate their own personal prejudices and experiences. Educators will confront and work through their own biases. We will achieve this through discussion, support and further training.
- Educators will encourage children to show empathy with a diverse range of people.
- Areas to be explored may include family types, gender equity, race, culture, beliefs, values, disabilities, sexuality, economic status, this list is not exhausted. Other minority groups may be present within the service that may need to be explored.
- Maintain confidentiality at all times where necessary.
- To be aware of local, regional, State and Federal support services that can be accessed to further support the child, family and educators.
- To have a clear understanding of the Inclusion Support funding procedure and process and to assist in applying to access this funding when and if needed.
- Actively support, reassure, include, encourage and assist families.

### **Relevant Legislation**

#### **National Quality Standards, Education and Care Services National Regulations and Early Years Learning Framework**

##### **National Quality Standard**

**Standard 1.1** – The educational program enhances each child’s learning and development.

Element 1.1.1, 1.1.2, 1.2.3

**Standard 1.2** – Educators facilitate and extend each child’s learning and development.

Element 1.2.1, 1.2.2, 1.2.3

**Standard 1.3** – Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Element 1.3.1, 1.3.2, 1.3.3

**Standard 5.1** – Respectful and equitable relationships are maintained with each child.

Element 5.1.1, 5.1.2

**Standard 5.2** – Each child is supported to build and maintain sensitive and responsive relationships.

Element 5.2.1

##### **National Regulations**

**Part 4.2 Children’s health and safety**

**Part 4.5 Relationships with children**

**Part 4.6 Collaborative partnerships with families and communities**

**Part 4.7 Leadership and service management**



### Early Years Learning Framework

**Learning Outcome 1** – Children feel safe, secure and supported

**Learning Outcome 2** – Children are connected with and contribute to their world

**Learning Outcome 3** – Children become strong in their social and emotional wellbeing

**Learning Outcome 4** – Children are confident and involved learners

**Learning Outcome 5** – Children are effective communicators

### United Nations Convention On The Rights Of The Child

**Article 2** - The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

**Article 3** - All organisations concerned with children should work towards what is best for each child.

**Article 12** - Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

**Article 14** - Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

**Article 17** - Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

**Article 22** - Children who come into a country as refugees should have the same rights as children who are born in that country.

**Article 23** - Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

**Article 29** - Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

**Article 30** - Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

### Resources

- *Education and Care Services National Regulations October 2011*
- *Belonging, Being & Becoming: The Early Years Framework for Australia*  
retrieved from : [https://www.acecqa.gov.au/sites/default/files/2018-02/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)
- *National Quality Standard* retrieved from:  
<https://www.acecqa.gov.au/nqf/national-quality-standard>



- *NSW Government Office of the Children's Guardian* retrieved from:  
<https://www.kidsguardian.nsw.gov.au/>
- *United Nations Convention On The Rights Of The Child* retrieved from:  
<https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycr/c.pdf>
- *Bicultural Inclusion Support services* retrieved from:  
[http://www.imagineeducation.com.au/files/GapTraining/Anti\\_20Bias\\_20Curriculum\\_20in\\_20Early\\_20Care\\_20and\\_20Education.pdf](http://www.imagineeducation.com.au/files/GapTraining/Anti_20Bias_20Curriculum_20in_20Early_20Care_20and_20Education.pdf)

## Monitoring and Review

- Review the *Inclusion and Anti-Bias Policy* every 12 months.
- Provide families with opportunities to contribute to the review of this policy.