

Anti-Bias and Inclusion Policy

All children have the right to be treated equally. Diversity in all its forms should be embraced in children's Centres 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.

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

Our Anti-Bias and Inclusion policy underpins the philosophy of the Centre. 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 Centre. This policy aims to assist children to form positive social relationships and to learn to accept the diversity of members of the Centre 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 Page 16)

In Relation to Cultural or National Origin and Racial Identity:

- Children and Educators will have access to information and training about other cultures/racial identity, especially those relevant in the Centre.
- Educators will work with one another, families and children to continue to extend both their individual and communities cultural competence.
- Educators will expose children to a wide variety of concrete materials from daily life of families/cultures.
- Where possible, the Centre will employ Educators that reflect various 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 their own and other's 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, sharing culture, racial identity i.e. First language and to participate on a level that they feel comfortable
- Educators will collect information from each family on enrollment and incorporate it in the program to meet individual family needs re: ethnicity and home language
- Educators where possible will use both the Educators and children's first language verbally and visually within the Centre environment.
- Educators will respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play and dolls that will encourage open discussion and exploration.
- Where possible creative materials 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 who attend the Centre

In Relation to Gender Equity

- Educators will ensure that all children are given equal opportunities to engage in all experiences and interactions regardless of their gender.



- Educators will monitor and reflect on their own interactions for bias and reflect regularly on the language used with children.
- Educators will aim to use gender inclusive language.
- Educators will offer opportunities for both male and female family members to be equally involved within the program.
- Educators will assist children to identify stereotypes and unfair treatment so that they can discuss ways in which to include the perspectives of others.
- Educators will be positive role models
- Educators will provide resource materials that are not stereotypical.
- Educators will provide diversity of gender play e.g. Mechanic workshop, males and females in work and play clothes.
- Educators will provide a balance of men and women involved in a variety of jobs in and out of the home e.g. Show men and women repair-people, doctors, beautician, police officer, salesperson, teacher etc.

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 Centre and the community.
- Educators will provide resources, books, puzzles that reflect diversity in family structure including same sex, single parent, extended, nuclear, step and adopted families.
- 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 evaluating the effect these may have on their attitudes and interactions with families.
- Educators will incorporate various family lifestyle choices during discussions ensuing that they reflect diversity in income. They will treat all families regardless of socioeconomic background with respect.
- The Educators and children will discuss how members of the community can support one another 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 Centre 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 knowing and valuing of individuals.
- Educators will encourage access of the Indigenous and Torres Strait Islander community into the mainstream of children centres.
- Educators will show sensitivity and respect the numerous Indigenous and Torres Strait Islander languages by incorporating where possible verbal and visual language into the Centre environment.
- Educators will access and encourage involvement of the Indigenous and Torres Strait Islander families, Educators and community members who have a vast knowledge of their culture.

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 equally 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 the child's interests and abilities.
- Educators will display images of people of a range of ages, including elderly people and young children doing different activities.

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 explore the values and uniqueness of the diversity within the centre. These opportunities will form part of the curriculum
- Educators 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 to participate in the curriculum
- Educators will provide children with a range of resources , equipment and opportunities to enhance their awareness of ad access to diversity
- Educators will incorporate children's home language
- Educators will reflect on the curriculum ensuring inclusive practice and goals set for children are being met
- Educators will involve families in the planning of learning opportunities reflective of their culture

Source: Equity Issues, Multicultural Resource Centre (FKA), Education and Care Services, National Regulations 2011 National Quality Standard, Early Years Learning Framework ECA Code of Ethics, Early Years Learning Framework for Australia: Belonging, Being and Becoming, 2009, Anti- Discrimination Act, Exploring Multiculturalism www.cscentral.org.au/Resources/Exploring_Multiculturalism.pdf

Date Implemented: 16/04/2012

Review Completed: 16/01/2017

Schedule for Review: 16/01/2018

National Quality Standard – NQS

Quality Area 1:

1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program
1.1.5	Every child is supported to participate in the program
1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world
1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child

Quality Area 3: Physical Environment

3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space
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Quality Area 5: Relationships with Children



5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
5.1.3	Each child is supported to feel secure, confident and included.
Quality Area 6: Collaborative partnership with families and the community	
6.1	Respectful supportive relationships with families are developed and maintained
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions
6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.
6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
6.3.3	Access to inclusion and support assistance is facilitated.
Education and Care Service National Regulations	
73	Educational program
155	Interactions with children
156	Relationships in groups
157	Access for parents
Early Years Learning Framework	
Learning Outcome 1 - Children have a strong sense of identity	
1.1	Children feel safe, secure, and supported
1.2	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
1.3	Children develop knowledgeable and confident self-identities
1.4	Children learn to interact in relation to others with care, empathy and respect
Learning Outcome 2 - Children are connected with and contribute to their world	
2.1	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
2.2	Children respond to diversity with respect
2.3	Children become aware of fairness
Learning Outcome 4 - Children are confident and involved learners	
4.4	Children resource their own learning through connecting with people, place, technologies and natural and processed materials

