



5.01 Anti-Bias and Inclusion Policy

POLICY STATEMENT

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.

AIM

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

STANDARDS AND PROCEDURES

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 of the Service community.

In Relation to Cultural or National Origin and Racial Identity Educators will:

- Work with one another, families and children to continue to extend both their individual and communities cultural competence.
- Expose children to a wide variety of concrete materials from daily life of families/cultures.
- Affirm and foster children's knowledge and pride in cultural identity.
- Foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities.
- Teach children to overcome any inappropriate responses triggered by cultural differences.
- Encourage children to ask about their own and other's physical characteristics.
- Enable children to feel pride, but not superiority, about their racial identity.
- Help children to become aware of our shared physical characteristics – what makes us all human.
- Encourage parent input into the program, sharing culture, racial identity i.e. First language and to participate on a level that they feel comfortable.
- Collect information from each family on enrolment and incorporate it in the program to meet individual family needs re: ethnicity and home language.
- Where possible will use both the Educators and children's first language verbally and visually within the Service environment.
- 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.
- Present books that reflect different languages and children's first language.
- Know and understand the needs, strengths and attitudes of each culture who attend the Service.
- Challenge inappropriate or stereotypical conversation with children

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.
- Monitor and reflect on their own interactions for bias and reflect regularly on the language used with children.
- Aim to offer opportunities for both male and female family members to be equally involved within the program.
- Assist children to identify stereotypes and unfair treatment so that they can discuss ways in which to include the perspectives of others.
- Be positive role models.
- Provide resource materials that are not stereotypical.
- Provide diversity of gender play e.g. Mechanic workshop, males and females in work and play clothes.
- 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 Service 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 ensuring 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 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 knowing and valuing of individuals.
- Educators will encourage access of the Indigenous and Torres Strait Islander community into the mainstream of 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 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.
- Promote acceptance, respect and appreciation for individuals varying abilities.
- 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.
- Provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different.
- Empower all children in their own learning to ensure that they gain a feeling of self-respect.
- Treat all children equally and develop an understanding that everyone has something important to contribute.
- Observe all children and with family consultation, provide an individualised program to extend the child's interests and abilities.
- Display images of people of a range of ages, including elderly people and young children doing different activities.
- 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
- Take a flexible approach with children and families
- Develop appropriate expectations for each child
- Educators will explore the values and uniqueness of the diversity within the service. These opportunities will form part of the curriculum
- Treat children with respect by answering their questions honestly
- Adapt activities, interactions, communication, the environment and documentation to ensure all children and families are actively included to participate in the curriculum
- Provide children with a range of resources, equipment and opportunities to enhance their awareness of and access to diversity
- Incorporate children's home language
- Reflect on the curriculum ensuring inclusive practice and goals set for children are being met
- Involve families in the planning of learning opportunities reflective of their culture
- Management will assist Educators with the development of required skills and knowledge for working with children and families
- Management and Educators will work with Inclusions support facilitators to aid the inclusion of children with additional needs

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

Children (Education and Care Services) National Law NSW

- 155 - Interactions with children
- 156 - Relationships in groups
- 157- Access for parents

SOURCE LIST

This section contains websites, industry bodies, or Legislation that have been used to assist in sourcing the information for this policy. It also acts as a guide to sourcing further reading on each relevant policy.

- [Australian Children's Education & Care Quality Authority](#)
- [Early Childhood Australia - Code of Ethics](#)
- [Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011](#)
- [Guide to the National Quality Standard](#)
- [Revised National Quality Standard](#)
- [Early Years Learning Framework](#)
- [Anti-Discrimination ACT](#)
- [Exploring Diversity and equity in education and care services](#)

RELATED POLICIES

- 1.01 Educational Curriculum Policy
- 1.02 Cultural Diversity Policy
- 1.06 Aboriginal and Torres Strait Islanders Awareness Policy
- 4.02 Code of Conduct Policy
- 5.04 Interaction with Children Policy
- 6.05 Orientation of Families Policy
- 7.06 Privacy and Confidentiality Policy

POLICY REVIEW

The review schedule has been developed using a risk assessment methodology with consideration given to sector, industry, and legislative changes.

Date reviewed	Policy changed		Modifications	Next Review Date
May 2018	Yes	No	None	August 2019