Anti-Bias & Inclusion Policy

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)

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<td>5.1 Relationships between Educators and children</td>
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Education and Care Services National Regulation

| 155 | Interactions with children |
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| 157 | Access for parents |

RELATED POLICIES

Additional Needs Policy
Gender Equity Policy
Respect for Children Policy
Code of Conduct Policy
Orientation of Families Policy

Multicultural Policy
Interactions with Children, Families and Staff Policy
Non-English Speaking Background Policy
Enrolment Policy
Privacy & Confidentiality Policy

PURPOSE

We aim to provide an inclusive environment for all children, families and Educators, acknowledging the uniqueness of everyone 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, families, Educators and staff are welcome, treated equitably and with respect.

SCOPE

This policy applies to children, families, Educators, staff, students, volunteers 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, 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.

‘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, families, Educators and staff will have access to information and training about other cultures/racial identity, especially those relevant in the Service.
- Educators and staff will work with one another, and with children and families to continue to extend both their individual and communities cultural competence.
- Educators and staff will expose children to a wide variety of concrete materials from daily life of families/cultures.
- Where possible, the Service will employ Educators and staff that reflect various cultural, national origin and racial identities.
- Educators and staff will affirm and foster children’s knowledge and pride in cultural identity.
- Educators and staff will foster children’s curiosity, enjoyment and empathetic awareness of cultural differences and similarities.
- Educators and staff will teach children to overcome any inappropriate responses triggered by cultural differences.
- Educators and staff will encourage children to ask about their own and other’s physical characteristics.
- Educators and staff will enable children to feel pride, but not superiority, about their racial identity.
- Educators and staff will help children to become aware of our shared physical characteristics – what makes us all human.
- Educators and staff will encourage family input into the program, sharing culture, racial identity i.e. First language and to participate on a level that they feel comfortable.
- Educators and staff will collect information from each family upon enrolment and incorporate it in the program to meet individual family needs re: ethnicity and home language.
- Where possible, we will use Educator, staff and children’s first language verbally and visually within the Service environment.
- Educators and staff 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 and staff will present books that reflect different languages and children’s first language.
• Educators and staff will know and understand the needs, strengths and attitudes of each culture who attend the Service.
• Educators will challenge inappropriate or stereotypical conversations with children.

In Relation to Gender Equity
• Educators and staff will ensure that all children are given equal opportunities to engage in all experiences and interactions regardless of their gender.
• Educators and staff will monitor and reflect on their own interactions for bias and reflect regularly on the language used with children.
• Educators and staff will aim to use gender inclusive language.
• Educators and staff will offer opportunities for both male and female family members to be equally involved within the program.
• Educators and staff will assist children to identify stereotypes and unfair treatment so that they can discuss ways in which to include the perspectives of others.
• Educators and staff will be positive role models.
• Educators and staff will provide resource materials that are not stereotypical.
• Educators and staff will provide diversity of gender play e.g. Mechanic workshop, males and females in work and play clothes.
• Educators and staff 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 and staff will create an environment that is welcoming to all families.
• Educators and staff 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 and staff will provide resources, books, puzzles that reflect diversity in family structure including same sex, single parent, extended, nuclear, step and adopted families.
• Educators and staff 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 and staff 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 and staff 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.
• Educators, staff 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 and staff 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 and staff will develop awareness/understanding about the Indigenous and Torres Strait Islander people as part of the cultural heritage of all Australians.
- Educators and staff 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 and staff will encourage access of the Indigenous and Torres Strait Islander community into the mainstream of children services.
- Educators and staff 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 and staff will access and encourage involvement of the Indigenous and Torres Strait Islander families, Educators, staff and community members who have a vast knowledge of their culture.

In Relation to Ability

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

**Promoting inclusion and diversity in the curriculum**

• Educators and staff will promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes.
• Educators and staff will take a flexible approach with children and families.
• Educators and staff will develop appropriate expectations for each child.
• Management will assist Educators and staff 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.
• Educators and staff will explore the values and uniqueness of the diversity within the service. These opportunities will form part of the curriculum.
• Educators and staff treat children with respect by answering their questions honestly.
• Educators and staff will adapt activities, interactions, communication, the environment and documentation to ensure all children and families are actively included to participate in the curriculum.
• Educators and staff will provide children with a range of resources, equipment and opportunities to enhance their awareness of and access to diversity.
• Educators and staff will incorporate children's home language.
• Educators and staff will reflect on the curriculum ensuring inclusive practice and goals set for children are being met.
• Educators and staff will involve families in the planning of learning opportunities reflective of their culture.

**Sources**

• Australian Children’s Education & Care Quality Authority 2014.
• ECA Code of Ethics.
• Guide to the National Quality Standard.
• Early Years Learning Framework for Australia: Belonging, Being and Becoming 2009.
• Anti-Discrimination Board of NSW.
  www.lawlink.nsw.gov.au
• Exploring Multiculturalism.
## Review

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<tr>
<th>Date Reviewed</th>
<th>Modifications</th>
<th>Next Review Date</th>
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<tr>
<td>April 2017</td>
<td>Minor changes made to policy.</td>
<td>April 2018</td>
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<tr>
<td>October 2017</td>
<td>Updated references to comply with the Revised National Quality Standard.</td>
<td>April 2018</td>
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<tr>
<td>April 2018</td>
<td>Minor terminology adjustments made to the policy.</td>
<td>April 2019</td>
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Anti-Bias & Inclusion Policy – Trikki Kidz / Quality Area 5