ANTI-BIAS AND INCLUSION POLICY

Anti-bias is the practice of inclusion and underpins our Service philosophy. It is the acceptance that all children are valued and respected. We believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that '*Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.*' (2016).

Langwarrin Community Centre (LCC) believes that children have the right to be treated equally and our goal is to develop children's identity and self-esteem in a trusting and supportive environment. We embrace diversity in all its forms to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their 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 REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED LEGISLATION

Disability Discrimination Act 1992

RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy	Gender Equity Policy Interaction with Children, Family and Staff Policy Orientation of Families Policy Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of every person 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 welcomed and treated equitably and with respect.

SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

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, develop their identity and self-awareness and to learn to accept the diversity of members within and outside of the Service community. Our Service embeds the Victorian Child Safe Standards and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

"Being culturally responsive includes a genuine commitment to take action against discrimination in any form, embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and working collaboratively with culturally and linguistically diverse children and families." (EYLF, V2.02, 2022, p.65)

We have a Zero tolerance of racism and the expectation that staff and volunteers will act on incidents of racism.

CREATING INCLUSION

Inclusion supports children's rights, fosters diversity and overcomes bias and barriers that may exist preventing children to participate in experiences within our Service. Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention on the Rights of Persons with Disabilities, UN Declaration on the Rights of Indigenous Peoples and the National Principles for Child Safe Organisations.

Inclusion involves considering **all** children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. (EYLF, V2.0, 2022. p.66)

We will ensure all children are provided with equitable access to resources, activities and environments; participate meaningfully while learning to foster a sense of belonging; and have opportunities to experience positive learning outcomes.

CULTURAL OR NATIONAL ORIGIN AND RACIAL IDENTITY

Our Service values and promotes equity, respect and awareness of different cultures. We ensure a culturally inclusive curriculum that reflects the cultural, linguistic and religious diversity of our society.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/EDUCATORS WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure obligations under the *Disability Discrimination Act 1992* (DDA) are met
- access information and professional development/awareness about other cultural and racial identities, especially those relevant within the Service
- engage in critical reflection about stereotypes and biases
- foster an inclusive environment within the Service
- ensure our program design and delivery builds on community and cultural strengths
- develop strong partnerships with families and children to extend their individual and communities' cultural responsiveness
- ensure children have opportunities to participate with a wide variety of resources from the daily life of a variety of families and cultures
- where possible, engage educators that reflect a variety of cultural, national origin, and racial identities
- affirm and foster children's knowledge and pride in cultural identity

- foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities
- provide children with tools to respond appropriately to bias- build on children's strengths, interests and individuality
- teach children to overcome any inappropriate responses triggered by cultural differences
- encourage children to ask about differences in physical characteristics
- enable children to feel pride and equality 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 and to participate on a level that they feel comfortable with, sharing their culture and their language
- 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
- develop communication plans with families to ensure inclusion- use of interpreter/cultural support
- where possible use both the educators and children's first language as appropriate within the Service environment
- 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
- provide resources that include diversity and skin tone to foster respect and understanding for people of all backgrounds
- develop an understanding of the needs, strengths, and attitudes of each culture represented at the Service
- challenge inappropriate or stereotypical conversations or remarks by children.

DIVERSITY IN FAMILY COMPOSITION

THE APPROVED PROVIDER/NOMINATED SUPERVISOR AND EDUCATORS WILL:

- create an environment that is welcoming to all children and families
- 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
- engage in simple discussions 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"*.
- 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

- respect family lifestyle choices
- treat all families respectfully regardless of socioeconomic background
- 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.

ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES

THE APPROVED PROVIDER/NOMINATED SUPERVISOR AND EDUCATORS WILL:

- show respect and a commitment to reconciliation by developing a Reconciliation Action Plan (RAP)
- reflect on the current level of cultural responsiveness of our staff
- promote the inclusion of children's voices in all decisions that affect them
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- attend professional development to support our understandings of Aboriginal and Torres Strait Islander cultures and perspectives
- provide opportunities for professional reflection
- create a culturally safe environment to ensure children have the ability to express their culture and enjoy their cultural rights [Child Safe Standards]
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- invite Elders and Traditional Owners to speak to children, staff and families about the histories and cultures of the local area
- develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians
- encourage Aboriginal and Torres Strait Islander communities access children services
- show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.

ABILITY

THE APPROVED PROVIDER/NOMINATED SUPERVISOR AND EDUCATORS WILL:

- provide an inclusive educational environment in which all children can succeed
- promote acceptance, respect and appreciation for individual's varying abilities
- consult with all families and other professionals to enable full participation in the program for children with varying abilities
- evaluate and intentionally plan for inclusive learning environments including making reasonable adjustments to optimise access and 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 children in their own learning to ensure that they gain a feeling of self-respect
- treat all children fairly and develop an understanding that everyone has something important to contribute
- find examples in books, movies and tv shows that reflect attitudes about diversity, ability and disability
- create an environment where all children can participate in activities and experiences.

PROMOTING INCLUSION AND DIVERSITY INTO THE CURRICULUM

THE APPROVED PROVIDER/NOMINATED SUPERVISOR AND EDUCATORS WILL:

- promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests
- assist educators with the development of required skills and knowledge for working with all children and families
- work with Inclusion Support Professionals to assist in the inclusion of children with additional needs
- 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 and supported to participate in the curriculum
- provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity

- reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met
- involve families in the planning of learning opportunities reflective of their culture.

PROMOTING AND SUPPORTING CHILDREN'S HOME LANGUAGES

THE APPROVED PROVIDER/NOMINATED SUPERVISOR AND EDUCATORS WILL:

- work collaboratively with culturally and linguistically diverse children and their families (EYLF V2.0)
- acknowledge that the use of children's home language underpins their sense of identity and conceptual development (EYLF V2.0)
- promote and support children's home languages in the Service
- present books that reflect different languages and children's first language
- create an environment which supports natural language learning and interaction
- assist parents to understand the value and importance both their home language and English
- engage in professional development about cultural diversity and building linguistic capacity

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Reconciliation Action Plan Guide	Inclusive Audit

CONTINUOUS IMPROVEMENT/REFLECTION

The *Anti-Bias Inclusion Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

Anti-Discrimination Board of NSW: https://antidiscrimination.nsw.gov.au
Australian Children's Education & Care Quality Authority. PSCA Fact Sheet. Exploring diversity and equity in education and care services. https://www.acecqa.gov.au/sites/default/files/2021-01/ExploringDiversityAndEquityInEducationAndCareServices.PDF
Australian Children's Education & Care Quality Authority. (2025). *Guide to the National Quality Framework*
Australian Children's Education & Care Quality Authority. (2023). Information sheet. Belonging, Being and Becoming: Equity, inclusion and high expectations.
Australian Children's Education & Care Quality Authority. (2022). The Disability Discrimination Act: What do Children's Education and Care Services Need to Know?
Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0.*
Australian Human Rights Commission (2020). *Child Safe Organisations.* https://childsafe.humanrights.gov.au/
Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA) (2016) *Statement on the Inclusion of every child in early childhood education and care*
Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). *Position statement on the inclusion of children with disability in early childhood education and care.* http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf
Education and Care Services National Law Act 2010. (Amended 2023).
Education and Care Services National Regulations. (Amended 2023).
Family Matters Queensland Our Way A generational strategy for Aboriginal and Torres Strait Islander children and families 2017-2037
Narragunnawali: Reconciliation in Education Welcome to Country. https://www.narragunnawali.org.au/
Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education *Evidence Paper Practice Principle 4: Equity and Diversity*
Western Australian Legislation Education and Care Services National Regulations (WA) Act 2012

REVIEW

POLICY REVIEWED BY:	Carol Hopkins	CSO	Oct 2025
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