

2.9 Inclusion and Anti-bias Policy

The service supports the principles of equity and justice through implementing inclusive and anti-bias practices. Our aim is to embed equal opportunities and respectful relationships irrespective of nationality, race, religion, gender and/or special needs. Through inclusive practices, educators support each child to achieve a strong sense of belonging and achievement and to recognise and challenge bias. Programs and environments which support inclusion and anti-bias will be regularly reviewed and assessed, and changes implemented to address inequalities.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *QLD Anti-Discrimination Act 1991*
- *'My Time, Our Place' Framework for School Age Care in Australia version 2.0*
- *National Quality Standard, Quality Area 5 – Relationships with children and Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 2.1 - Respect for Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.*



Procedures

Parents will

- Inform the Coordinator/Responsible Person of the family and child's cultural and/or language requirements at the time of enrolment.
- Inform the Coordinator/Responsible Person of the family and child's additional needs at the time of enrolment or whenever identified.
- Be encouraged to contribute to the program and operation of the service by sharing information about their individual needs; and
- Be informed via parent handbook, newsletter, noticeboard, or other appropriate forms of communication about the service's policies and practices.

Educators will

- Ensure that their language and daily practices are inclusive and non-discriminatory.
- Can develop their understanding of inclusion principles and anti-bias through professional development and active participation in in-service training.
- Self –evaluate and monitor their biases concerning gender, stereotypes, or other differences between children.
- Ensure their behaviours comply with the service's policies and code of conduct.
- Utilise the parent's expertise in relation to their child's needs and communicate effectively with parents.
- Collaborate with the local community of the service.

- Show respect for the many ways that families care for their children and be aware of different child-rearing practices and beliefs.
- Incorporate into the program advice identified through consultation with other professionals, the child's family, and those with expertise in relevant areas; and
- Ensure that their interactions with children:
 - Promote gender equality.
 - Promote equality regardless of race, culture, or other differences.
 - Encourage children to develop to their full potential regardless of different abilities or needs; and
 - Acknowledge and value children's unique and individual strengths and differences.
- Implement a range of practices to actively counteract bias or prejudice such as:
 - Provide a variety of experiences that promote the diversity of children's social, cultural, linguistic and ability backgrounds.
 - Use anti-bias language when communicating with children and families.
 - Talk to children about differences in positive ways.
 - Celebrate occasions that are relevant to a variety of cultures.
 - Share information with children about diverse cultures and ability backgrounds.
 - Provide inclusive models when discussing family structures with children.
 - Provide inclusive resources, experiences, and materials.
 - Provide information for children and families in other languages when appropriate.
 - Display posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
 - Ensure the physical environment reflects an inclusive and anti-bias approach.

Management will

- Support educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs.
- Assess service documents and communications to ensure that they are inclusive and promote an anti-bias approach.
- Ensure all enrolment policies and practices are inclusive and non-biased.
- Provide the opportunity for parents and educators to contribute to the review of the policy on an annual basis.
- Ensure that all equipment and resources purchased promote diversity and inclusion.
- Include in the educator selection criteria the applicant's ability to accept and implement inclusive practices and an anti-bias approach.
- Include information regarding the services commitment to inclusive practices and anti-bias in the Educator Handbook and induction and orientation package; and

| DATE DEVELOPED | DATE RATIFIED | DATE REVIEWED | DATE RATIFIED |
|----------------|---------------|---------------|---------------|
| August 2018 | August 2018 | March 2021 | May 2021 |
| | | Feb 2022 | July 2022 |
| | | May 2025 | May 2025 |