

## 2.8 Inclusion and Anti-bias Policy

### Policy Statement

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.

### Procedures

#### Parents will:

- ❖ Inform the Coordinator of the family and child's cultural and/or language requirements at the time of enrolment
- ❖ Inform the Coordinator 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
- ❖ Have the opportunity to 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 various 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 particular 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 different 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
  - Are embedded into program via 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 equipment and resources purchased promote diversity and inclusion
- ❖ Include information regarding the services commitment to inclusive practices and anti-bias in the Educator Handbook and induction and orientation package; and
- ❖ Include information regarding the service’s commitment to inclusive practices and anti-bias in the Parent/Family Handbook given to families on enrolment.

**References**  
 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  
 Relevant Policies: Respect for Children, Behaviour Support and Management, Including Children with Special/Additional Needs, Educators Practice, Recruitment and Employment of Educators, Employee Orientation and Induction. Enrolment. Communication with Families. Complaints Handling.

Date of Development	Reason for Modification	Date Ratified	Date of Review
08.08.2023		23.08.2023	