

# Anti Bias Inclusion Policy

## Purpose

The purpose of this policy is to provide an inclusive environment that acknowledges the uniqueness of every individual, regardless of race, gender, sexuality, religion, culture, physical or mental abilities, or socio-economic background. This policy ensures all children, families, and staff are welcomed, treated equitably, and respected.

## National Quality Standard & National Laws & Regulations

This policy aligns with Quality Area 5: Relationships with Children. It promotes respectful and equitable relationships between educators and children, supporting positive interactions, maintaining the dignity and rights of every child, and fostering collaborative learning among children. Relevant Education and Care Services National Regulations include 155, 156, and 157.

## Scope

- This policy applies to children, families, staff, management, and visitors of the OSHC Service.

## Implementation

- The Anti-Bias and Inclusion Policy guides our educators in encouraging children to share, learn about, and respect the individuality of each child and family within the OSHC Service. It assists children to form positive social relationships, develop self-awareness, and accept the diversity of others.

## Creating Inclusion

- Inclusion supports children's rights, fosters diversity, and removes barriers preventing participation. Children are provided access to activities and environments that encourage meaningful participation, a sense of belonging, and positive learning outcomes.

## Cultural or National Origin and Racial Identity

- Our Service values cultural diversity, equity, and awareness. Educators and the Nominated Supervisor ensure the curriculum reflects the cultural, linguistic, and religious diversity of society. Program design and delivery build on community and cultural strengths, develop partnerships with families, and encourage children's curiosity and pride in cultural identity. Families contribute information at enrolment, which informs program planning. Resources, including books, music, toys, and posters, reflect diversity in culture and skin tone to foster respect and understanding.

# Anti Bias Inclusion Policy

## Diversity in Family Composition

Educators create a welcoming environment for all families, respecting lifestyle choices, socio-economic background, and family structure. They reflect on personal beliefs and attitudes to ensure equitable interactions, support children's emergent identity, and promote community support initiatives.

## Aboriginal and Torres Strait Islander Peoples

The Service promotes cultural competence among staff, encourages professional reflection, and builds knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures, and contributions. Children's voices are included in decisions affecting them.

## Ability

Educators provide an inclusive environment where all children can succeed, promoting respect for individual abilities. They consult with families and professionals to support full participation, adapt the environment, and empower children in their learning. Individualised programs are provided to extend each child's interests and abilities, ensuring all children can participate fully.

## Promoting Inclusion and Diversity into the Program

Educators model appropriate communication and non-biased language, set expectations based on individual strengths and developmental needs, and work with Inclusion Support Professionals for children with additional needs. Activities, interactions, the environment, and documentation are adapted to ensure active participation for all children and families. Children are provided with resources and opportunities to enhance awareness of diversity.

## Promoting and Supporting Children's Home Languages

The Service acknowledges that children's home language supports their identity and conceptual development. Educators create an environment that promotes and supports natural language learning and interaction, fostering a strong sense of self and belonging.

# Anti Bias Inclusion Policy

## Diversity in Family Composition

Educators create a welcoming environment for all families, respecting lifestyle choices, socio-economic background, and family structure. They reflect on personal beliefs and attitudes to ensure equitable interactions, support children's emergent identity, and promote community support initiatives.

## Aboriginal and Torres Strait Islander Peoples

The Service promotes cultural competence among staff, encourages professional reflection, and builds knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures, and contributions. Children's voices are included in decisions affecting them.

## Ability

Educators provide an inclusive environment where all children can succeed, promoting respect for individual abilities. They consult with families and professionals to support full participation, adapt the environment, and empower children in their learning. Individualised programs are provided to extend each child's interests and abilities, ensuring all children can participate fully.

## Promoting Inclusion and Diversity into the Program

Educators model appropriate communication and non-biased language, set expectations based on individual strengths and developmental needs, and work with Inclusion Support Professionals for children with additional needs. Activities, interactions, the environment, and documentation are adapted to ensure active participation for all children and families. Children are provided with resources and opportunities to enhance awareness of diversity.

## Promoting and Supporting Children's Home Languages

The Service acknowledges that children's home language supports their identity and conceptual development. Educators create an environment that promotes and supports natural language learning and interaction, fostering a strong sense of self and belonging.

## Inclusion Support with KU Services

Our OSHC Service utilises KU Services for additional support. Their advice and assistance, including provision of extra educators or specialised resources, ensures that all children, particularly those with additional needs, are fully included and supported within the program.

# Anti Bias Inclusion Policy

## Child Safe Standards and Paramountcy Principle

The Service is committed to upholding the National Principles for Child Safe Organisations and embedding a strong child safe culture across all practices. In accordance with the Paramountcy Principle, the safety, wellbeing and best interests of the child are the primary and overriding consideration in all decisions, actions and practices undertaken by the Service, including the promotion of inclusion, equity and respect for diversity.

This means that all practices within the Service must actively support each child's right to feel safe, valued, respected and included, regardless of their background, identity or abilities. Educators, staff and management are required to exercise professional judgement and take all reasonable steps to ensure that inclusive practices protect children from harm, discrimination and exclusion, and promote a strong sense of belonging and identity. The Service will ensure that interactions, environments and programs are designed to be inclusive, respectful and responsive to the needs of every child. Educators will model inclusive behaviours, challenge bias where it arises, and create opportunities for children to develop understanding, respect and acceptance of diversity in a safe and supportive environment.

All practices must prioritise children's rights, dignity and wellbeing, ensuring that every child is supported to participate fully, feel respected, and experience a safe and inclusive environment at all times.



# Anti Bias Inclusion Policy

## Review

| Date:      | Changes:                                                                                            | Reviewed by:     |
|------------|-----------------------------------------------------------------------------------------------------|------------------|
| 12/01/2022 | New policy (All updated)                                                                            | Charmayne Nathan |
| 04/07/24   | No changes made                                                                                     | Orama Daniel     |
| 10/09/2025 | Policy was simplified into readable terms as well as Inclusion with KU added in.                    | Charmayne Nathan |
| 23/04/2026 | Child Safe Standards & Paramountcy Principle was implemented in align with new laws and regulations | Charmayne Nathan |