

Inclusion, Diversity and Equality Policy

Purpose

The purpose of this policy is to ensure that Bateau Bay OOSH fosters a culture of belonging where diversity is embraced as a strength. We aim to provide equitable opportunities for every child and family, regardless of culture, language, religion, ability, gender identity, family structure, or socio-economic background. This policy ensures that inclusion and equality are embedded in our practices, programming and daily interactions, supporting the rights of every child as outlined in the United Nations Convention on the Rights of the Child (Article 2 and Article 30).

Scope

This policy applies to all children, families, educators, staff, management, volunteers and visitors at Bateau Bay OOSH. It recognises the interconnected role of families, educators and community in supporting children's growth and wellbeing, and sets expectations for respectful relationships across all aspects of the Service.

Implementation

Inclusion at Bateau Bay OOSH means more than just allowing participation; it means ensuring every child feels they belong, are respected, and are celebrated for who they are. Educators are guided by the My Time, Our Place Framework, which emphasises children's right to contribute to their world. We work with families to recognise the cultural identities, values and beliefs of each child, ensuring that all perspectives are acknowledged and respected.

Embedding Inclusive Practices

Our Service challenges bias and stereotypes through everyday practices, programming, and environments. Resources reflect diverse cultures, family structures, and abilities, and our activities are designed to promote fairness and equity. Educators use inclusive language, celebrate cultural and community events meaningfully, and ensure children see themselves reflected in the Service environment.

Professional Responsibility and Cultural Competence

Educators at Bateau Bay OOSH engage in reflective practice and professional learning to strengthen cultural competence. They are supported to understand their ethical obligations under the ECA Code of Ethics and to meet the requirements of the National Quality Standard, particularly in Quality Area 1 (Educational Program and Practice), Quality Area 5 (Relationships with Children) and Quality Area 6 (Collaborative Partnerships with Families and Communities).

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Legal Compliance

The Service complies with all relevant legislation, including the Education and Care Services National Regulations (Regulations 155 and 156), which require equitable and respectful interactions with children. We also uphold the Disability Discrimination Act 1992 and the Racial Discrimination Act 1975, ensuring that no child, family or staff member experiences exclusion or unfair treatment.

Supporting Children with Additional Needs

Bateau Bay OOSH is committed to making reasonable adjustments to meet the needs of children with disabilities, additional needs or complex circumstances. This may include adapting learning environments, working with allied health professionals, or accessing inclusion support funding. The goal is always to ensure every child has meaningful opportunities to play, learn and thrive.

Building Respectful Communities

Inclusion also extends to how we build relationships among children, families and educators. Children are encouraged to respect one another's differences, show empathy, and value fairness. Families are welcomed into the Service as partners, and their contributions and perspectives are actively sought and respected.

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, diversity and equality.

This means that all practices must actively support each child's right to feel safe, respected, valued and included, regardless of their culture, language, religion, ability, gender identity, family structure or background. 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, bias and exclusion, and promote a strong sense of belonging and identity.

The Service will ensure that environments, interactions and programs are inclusive, equitable and responsive to the individual needs of each child. Educators will model inclusive behaviours, challenge bias where it arises, and support children to develop respect, empathy and understanding of diversity within a safe and supportive environment. Reasonable adjustments will be made to support children with additional needs, ensuring equitable access and meaningful participation in all aspects of the Service.

All practices relating to inclusion, diversity and equality must prioritise the protection of children from harm, uphold their dignity, rights and wellbeing, and ensure that every child feels safe, supported and included at all times.



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Review

Date:	Changes:	Reviewed by:
18/09/25	Policy Created	Charmayne Nathan
24/4/2026	Child Safe Standards & Paramountcy Principle was implemented in align with new laws and regulations	Charmayne Nathan