

ANTI-BIAS AND INCLUSION POLICY

PURPOSE

Village Early Education is committed to creating inclusive, equitable and culturally safe environments where every child and family is welcomed, respected and supported to participate meaningfully. Children's safety, rights and best interests are the paramount consideration in all decisions and practices.

Village Early Education values diversity and recognises each person's identity, culture, language, family structure, abilities, beliefs and circumstances. Discrimination, exclusion, stereotyping, racism, bias and behaviour that compromises a child's dignity or sense of belonging are not accepted. Village Early Education will identify and address barriers to participation, including barriers relating to language, communication, disability, culture or individual circumstances.

INCLUSION, EQUITY AND RESPECT

Village Early Education will provide equitable access to education, care, resources, environments and learning opportunities for all children.

Children will be supported to:

- develop a positive sense of identity and belonging
- participate meaningfully in the educational program
- feel valued, respected and included
- develop positive attitudes towards difference and diversity
- build respectful and responsive relationships with others.

Educators will promote inclusive practices that recognise the social, cultural, linguistic and individual diversity of children and families.

PURPOSE

Village Early Education will actively prevent and respond to:

- discrimination
- racism
- stereotyping
- exclusion
- prejudice
- biased or derogatory language
- humiliation or behaviour that undermines a person's dignity, identity or wellbeing.

Employees are expected to challenge bias and discrimination when it occurs and model respectful, inclusive and non-discriminatory behaviour.

Incidents of discrimination, racism or inappropriate conduct must be addressed promptly and managed in accordance with the Child Safe Environment Policy, Code of Conduct and other relevant Village Early Education policies.

INCLUSIVE EDUCATIONAL PROGRAM AND CURRICULUM

The educational program will reflect the diversity of children, families and the broader community.

Curriculum decisions will:

- reflect children's individual strengths, interests, identities and experiences
- include diverse cultures, languages, family structures, abilities and perspectives
- avoid tokenistic or stereotypical representations
- provide equitable access to resources and learning opportunities
- support children to explore similarities and differences respectfully
- encourage children to question stereotypes and unfair treatment
- support children's identity, confidence and sense of belonging.

Resources, books, images, play materials and experiences should represent diversity in meaningful and respectful ways.

CULTURAL AND LINGUISTIC INCLUSION

Village Early Education will respect and support the cultural and linguistic identities of children and families and ensure that language or dialect does not create a barrier to participation, communication, learning or access to the service.

Children who speak English as an additional language or dialect will be supported to participate fully in the educational program while maintaining and developing their home language, culture and identity.

Services will:

- seek relevant information from families about each child's language, culture, communication needs and family practices
- respect and support children to maintain and value their home language or dialect
- work collaboratively with families to identify words, phrases, routines or communication strategies that may assist the child
- use inclusive communication strategies such as visual supports, gestures, demonstrations and clear language where appropriate

- allow children sufficient time to process information and respond
- recognise that limited English proficiency does not indicate limited knowledge, ability or understanding
- pronounce and spell children's names correctly and respectfully
- incorporate languages represented within the service community into resources, learning experiences and the environment where appropriate
- access interpreting, translation or cultural support where required
- embed culturally and linguistically responsive practices within the educational program and environment.
- Subscribe to [Early Learning Languages Australia](#) (ELLA) or other online programs to support children's learning with play-based language learning experiences.

Where language creates a barrier to communication with a family, Village Early Education will consider appropriate supports such as translated information, interpreting services, visual information or additional verbal explanation.

Important information relating to a child's health, safety, enrolment, authorisations, incidents, learning and wellbeing must be communicated in a way that the family can reasonably understand.

ABORIGINAL AND TORRES STRAIT ISLANDER CULTURAL SAFETY

Village Early Education is committed to creating culturally safe environments for Aboriginal and Torres Strait Islander children, families and communities.

Services will:

- respect and recognise Aboriginal and Torres Strait Islander cultures, histories and contributions
- embed Aboriginal and Torres Strait Islander perspectives meaningfully within the curriculum
- support children's cultural rights, identity and sense of belonging
- challenge racism and cultural bias
- build cultural awareness and capability among employees
- seek respectful engagement with local Aboriginal and Torres Strait Islander communities where appropriate
- support reconciliation through meaningful and ongoing practice.
- Develop a Reconciliation Action Plan (RAP)

DIVERSITY IN FAMILY COMPOSITION

Village Early Education recognises and respects the diversity of family structures and relationships.

All families will be welcomed and treated respectfully regardless of:

- family composition
- relationship status
- sexual orientation
- gender identity
- socioeconomic circumstances
- cultural or religious background
- other family circumstances.

Children will be supported to understand that families can be structured in many different ways.

Educators will discuss family diversity factually and respectfully and avoid making assumptions about family roles, relationships or circumstances.

ABILITY AND DISABILITY INCLUSION

Children with disability or additional needs will be supported to participate meaningfully in the educational program and service environment.

Village Early Education will make reasonable adjustments where required and work collaboratively with families and relevant professionals.

Educators will promote respect for different abilities and avoid practices that isolate, stigmatise or unnecessarily limit children's participation.

Detailed requirements for disability support, reasonable adjustments and external inclusion support will be managed under the Additional Needs Policy.

GENDER EQUITY

Village Early Education will promote gender equity and ensure children have equitable opportunities to participate in all aspects of the educational program regardless of gender, gender identity or gender expression. Educators will:

- provide equitable opportunities for all children
- actively challenge gender stereotypes, assumptions and biased language
- avoid identifying particular interests, behaviours, abilities, emotions or experiences as being specific to boys or girls
- encourage children to explore a full range of interests, experiences, roles and emotions
- use inclusive and respectful language when referring to children and families
- model respectful and non-stereotypical attitudes and behaviours

- reflect on their own language, expectations, assumptions and potential gender bias
- ensure resources, books, images and learning experiences reflect gender diversity and non-stereotypical roles
- respond appropriately to sexist, discriminatory or gender-based behaviour
- support children's individual identity, dignity and sense of belonging.

CHILD SAFETY AND INCLUSION

Inclusion, equity and cultural safety are fundamental to child safety.

Village Early Education will ensure:

- every child is treated with dignity and respect
- discriminatory, racist, exclusionary or humiliating behaviour is addressed
- children's cultural and individual identities are respected
- children are supported to participate in decisions affecting them in developmentally appropriate ways
- employees understand their responsibilities regarding inappropriate conduct and child safe practices
- environments and practices support children's sense of safety and belonging.

Behaviour that compromises a child's dignity, rights or wellbeing will be addressed in accordance with child safety requirements and Village Early Education policies.

PARTNERSHIPS WITH FAMILIES

Families will be recognised as important partners in supporting children's identity, culture, language, inclusion and wellbeing.

Village Early Education will:

- seek and respect family perspectives
- involve families in relevant curriculum and inclusion decisions
- encourage families to share cultural knowledge, language and experiences where they feel comfortable
- communicate respectfully and inclusively
- identify and respond to communication or language barriers where required
- provide reasonable communication supports so families can participate in decisions about their child and the service
- avoid assumptions about family values, practices or circumstances.

Participation by families in cultural or curriculum activities will be encouraged but not required.

REFLECTIVE PRACTICE

Educators and leaders will critically reflect on their own assumptions, beliefs, language, practices and potential biases.

Services will review environments, curriculum, resources and interactions to identify and address barriers to inclusion or practices that may unintentionally reinforce stereotypes or exclusion.

Professional learning will be supported where required to strengthen inclusive, culturally responsive and anti-bias practice.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Anti-Bias Inclusion Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
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 LAW AND NATIONAL REGULATIONS

S. 2A	Paramount consideration—safety, rights and best interests of children
S. 162B	Child safety training
S.166A	Offences relating to inappropriate conduct
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 Sex Discrimination Act 1984	United Nations Convention on the Rights of the Child (1989)
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SOURCES

Australian Children's Education and Care Quality Authority (ACECQA). Guide to the National Quality Framework.

Australian Children's Education and Care Quality Authority (ACECQA). Early Years Learning Framework Information Sheet: Equity, Inclusion and High Expectations.

Australian Children's Education and Care Quality Authority (ACECQA). Early Years Learning Framework Information Sheet: Cultural Responsiveness.

Australian Children's Education and Care Quality Authority (ACECQA). Early Years Learning Framework Information Sheet: Respect for Diversity.

Australian Government Department of Education. Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0.

Commission for Children and Young People Victoria. Child Safe Standards.

Commission for Children and Young People Victoria. Child Safe Standard 1: Culturally Safe Environments.

Victorian Government. Child Safe Standards for Early Childhood Education and Care.

Victorian Curriculum and Assessment Authority. Learning English as an Additional Language in the Early Years: Birth to Six Years.

Victorian Curriculum and Assessment Authority. Support for Children with English as an Additional Language at Transition to School.

Early Childhood Australia. Code of Ethics.

REVIEW

POLICY REVIEWED BY	Kelsey Pearce		
POLICY REVIEWED	SEPTEMBER 2026	NEXT REVIEW DATE	APRIL 2027
VERSION NUMBER	V16.09.26		
MODIFICATIONS	• Restricted for clarity		