



Springwood Preschool Kindergarten

Access, Anti-Bias and Inclusion Policy

Legislation:

Education and Care Services National Law Act 2010

Education and Care Services National Regulation 2018

United Nations Convention on the Rights of the Child 1989

Anti Discrimination Act 1977

NATIONAL QUALITY STANDARD (NQS)

| 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 REGULATIONS | |
|--|---|
| 155 | <i>Interactions with children</i> |
| 156 | <i>Relationships in groups</i> |
| 157 | <i>Access for parents</i> |
| 168 | <i>Education and care service must have policies and procedures</i> |
| 170 | <i>Policies and procedures are to be followed</i> |



Rationale:

- All children have the right to access a high quality Preschool program. Springwood Preschool Kindergarten supports the four interrelated principles of equity, access, participation and rights. We also believe that no family or staff member should be denied access to the preschool by reason of race, ethnicity, culture, religious beliefs, diverse spirituality, gender, ability, lifestyle, perceptions of normality or diversity.
- We recognise that we serve the community and that we must engage all stakeholders in sensitive and respectful relationships. We also recognise that children learn bias and prejudices from an early age and that by promoting inclusive practices children can learn to value difference and diversity.
- Anti bias is the practice of inclusion and underpins our philosophy. It is the acceptance that all children are valued and respected. We believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that *'Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.'* (2016).
- Our preschool believes that children have the right to be treated equally and our goal is to develop children's identity and self-esteem in a trusting and supportive environment. We embrace diversity in all its forms to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their environment, community, country, and the world.

Aim:

- To honour the rights of child as a citizen at all times and that children have a 'Right' to:
 - A name that is used by adults.
 - [Right to basic needs](#) met by the adults of the service.
 - [Right to participate](#) in all aspects of the curriculum and routines of the preschool and where possible decision making processes.
 - [Right to protection](#) in a safe, responsive, healthy and caring environment.
- To respect the parent's right to make decisions about their child.
- To respect the knowledge and skills of early childhood professionals.
- To provide an educational, mentoring and guiding role to families, staff, children and the wider community.
- To be an advocate for inclusion and the rights of children.
- To challenge and break down stereotypical images.
- To provide a culture of acceptance, respect and fairness.

Procedure:**Springwood Preschool Kindergarten Priority of Access**

- Our preschool embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.
"Being culturally responsive includes a genuine commitment to take action against discrimination in any form, embedding Aboriginal and Torres Strait Islander perspectives in all



aspects of the curriculum and working collaboratively with culturally and linguistically diverse children and families.” (EYLF, V2.02, 2022, p.65

- Enrolment is open to all children aged 3 years up to 6 years of age regardless of race, religion or disability.
- Children’s services must not exclude children nor be exclusive to particular groups of children, with the exception of age groups specified in the licensing conditions of the service or to population groups within the meaning of the Anti Discrimination Act 1977.
- Children’s Services must respond to the demographics and needs of children, families and communities within the local community.

Creating Inclusion

Inclusion supports children’s rights, fosters diversity and overcomes bias and barriers that may exist preventing children to participate in experiences within our Service. Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention on the Rights of Persons with Disabilities, -UN Declaration on the Rights of Indigenous Peoples and the National Principles for Child Safe Organisations.

Inclusion involves taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. (EYLF.V2.0, 2022. p.66)

We will ensure children are provided with equitable access to resources, activities and environments, meaningful participation to foster a sense of belonging and opportunities to experience positive learning outcomes.

Diversity In Family Composition

educators will:

- create an environment that is welcoming to all families
- respect each family, and work in partnership to support the child’s emergent identity as an individual, member of their family, our Service, and the community
- engage in simple discussions about families that focus on fact rather than values e.g. *“some children live with their mum or dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads”*.
- be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluate the effect these may have on their attitudes and interactions with families
- respect family lifestyle choices
- treat all families respectfully regardless of socioeconomic background
- discuss how members of the community can support one another and less fortunate people through the provision of resources, donations of goods or time etc.

Aboriginal And Torres Strait Islander Perspectives

educators will:

- show respect and a commitment to reconciliation by investigating how to develop a **Reconciliation Action Plan (RAP)**
 - reflect on the current level of cultural responsiveness of our staff
 - promote the inclusion of children’s voices in all decisions that affect them
 - build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum



- attend professional development to support our understandings of Aboriginal and Torres Strait Islander cultures and perspectives
- provide opportunities for professional reflection
- create a culturally safe environment to ensure children have the ability to express their culture and enjoy their cultural rights [Child Safe Standards]
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups
- invite Elders and Traditional Owners to speak to children, staff and families about the histories and cultures of the local area
- develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians
- encourage Aboriginal and Torres Strait Islander communities access children services
- show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.

Promoting Inclusion And Diversity Into The Curriculum

educators will:

- promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests
- assist educators with the development of required skills and knowledge for working with all children and families.
- work with Inclusion Support Professionals to assist in the inclusion of children with additional needs (see *Additional Needs Policy*)
- explore the values and uniqueness of the diversity within the Service. These opportunities will form part of the curriculum.
- treat children with respect by answering their questions honestly
- adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum
- provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity
- reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met
- involve families in the planning of learning opportunities reflective of their culture.

Priority of Access at Springwood Preschool Kindergarten

Priority 3. Children's Services must give priority of access to children and families who:

- Are at risk of harm,
- Are of Aboriginal or Torres Strait Islander descent,
- Are from diverse cultural backgrounds,
- Have a disability,



- Are on a low income,
- Are living in isolated circumstances

Priority 2. Priority is given to existing children for enrolments in January.

Priority 3. Four year olds from the waiting list in order of date of receipt of waiting list application (with priority given to four year olds residing in the local area).

Priority 4. Three year olds from the waiting list in order of date of receipt of waiting list application (with priority given to three year olds residing in the local area).

In regard to Children

- Incorporation of the Early Years Learning Framework Principles, Practices and Learning Outcomes into the curriculum.
- Inclusion of all children regardless of ability, health, race, religion or culture.
- Participation of children in the decision making process in regards to routines and experiences engaged in by them, planned for them and participated in.
- Recognition that children deserve a healthy and safe environment and providing policies and procedures to ensure this occurs.
- Provision of premises and programs that are easily accessible to a wheelchair or mobility aid.
- Provision of rooms that are set out with enough space to negotiate the curriculum.
- Providing play areas that are accessible to all children.
- Table height is adjusted to suit wheelchairs.
- Providing a curriculum that reflects difference and diversity.
- Experiences, books, photos, posters, discussions, group and language times, songs, poems, art work.
- Programs are relevant and engaging rather than stereotypical and 'touristy' or 'tokenistic'.
- Use of equipment and resources that do not lead to stereotypical play.
- Ensuring that all children are promoted, made visible and represented in all aspects of their development.
- Challenging and discussing stereotypes and bias in everyday teaching.
- Challenging media and popular held beliefs and assumptions within the community at teachable moments or in set curriculum.
- Enriching the role playing areas of the curriculum, allowing access and promoting play by all children in these areas.
- By having more than one culture represented in dramatic play areas, in pictures, books and other materials throughout the curriculum.
- Using language and literacy aids such as song, books and other media to promote the inclusion of diversity, difference and abilities and challenge or exclude stereotyping materials.
- Providing choice of materials and provisions.
- Providing an induction process that allows all parties input prior to enrolment.
- Encouraging curiosity and exploration of different family types, sexuality choices, cultural groups, religious and spiritual differences.
- Through projects and discussions.
- Intentional teaching.
- Challenging norms and normality.
- By recognising differing family expectations, daily life and cultural routines and providing a supplementary form on enrolment to help with this.



- Allowing for differing learning styles and personality types.
- Accepting different responses.

In regard to families

- Providing support for parents and children from CALD (Culturally and Linguistically Diverse) families.
- Providing written materials in other languages to support non-English speaking families.
- Providing a gradual and tailored enrolment and induction with personal interviews offered to families on enrolment.
- Providing the Preschool Parent Information Book to all parents.

In regard to staff

- Treating families, children and staff with fairness and equity at all times.
- At all times maintain a professional outlook and respectful communications with all parties; children, parents, families, staff and management.
- Upholding the principles, philosophy and policies of Springwood Preschool Kindergarten.
- Challenging any Rights based or Social Justice Inequities within the preschool and the wider social community.
- Through equal employment opportunities.
- Discussion at staff and management meetings of the preschool's philosophy, values, aims and ideals.
- Ensuring educators follow policies, procedure and legislation in regards to the Right of a child to a healthy, safe and responsive environment.
- Acting in accordance to protect the Rights of the Child.

In regard to Management

- In partnership with other professional and support agencies to bring information and services to families and children.
- Promotion within the community that Springwood Preschool Kindergarten is a place for all preschool children and their families.
- Ensuring that policies and procedures promote an environment that protects children by being healthy, safe and caring.
- Ensuring that all adults act in and promote the Rights of the Child.
- Challenging stereotypes within the preschool and the broader community through open discussions, casual conversations, parent information nights, newsletters, daily curriculum and programs and as it occurs.
- Viewing children as an integral and important part of the community and reflecting this in the curriculum, preschool philosophy and policies.
- Ensuring that resources and equipment support difference and diversity.
- Providing in-service and training of staff in aspects of multiculturalism, access and equity, diversity and difference, bias and stereotypes, differing abilities, learning styles, personalities, behaviours and sexuality choices.
- Provide a venue at staff and room meetings to engage in critical reflection to break down assumptions and discuss issues.
- Through newsletters and events planned for parents, children and families of the preschool.
- Ensuring the preschool promotes itself in culturally and meaningful ways.
- In challenging media and popular held beliefs and assumptions within the community through written documentation, policies, newsletters, parent and staff resources, at staff meetings.



- In the development of policies and procedures.

In regard to gender

- Not limit, proscribe or describe gendered activity with the exception of breaking down stereotypes and challenging bias.

In regard to race and culture

- Not limit, proscribe or describe racial or cultural activity with the exception of breaking down stereotypes and challenging bias on the grounds of race or culture.

In regard to religion and spirituality

- Not limit, proscribe or describe spiritual or religious activity with the exception of breaking down stereotypes and challenging bias on the grounds of spirituality and religion.

In regard to special rights, differing child needs and inclusion:

- Providing an induction process that allows all parties input prior to enrolment.
- Providing educators with all possible knowledge of the child and their unique qualities.
- Providing a slow enrolment where the family comes for play days may be advised to help assist the smooth introduction and transition to the service.
- Providing in-service and training to educators and parents relating to additional needs and inclusion.
- Discussing and make known terminology and issues relating to any diagnosis.
- Liaising with other agencies for the benefit of the child, parents and staff.
- Providing support for parents with referrals and in transitions to and from other services.
- Enrolment will be tailored to individual needs and requirements.

Non-compliance of this policy is viewed when:

- A child is denied access due to the nature of their physical, cultural, linguistic, racial, spiritual, gendered parents, personality or abilities.
- A child is restricted in their dramatic and pretend play to traditional stereotyped roles.
- Sexual harassment, physical abuse, verbal abuse, visual materials, inappropriate body language, sexist comments or visual materials, sexualisation of children.
- A child or family feels unwelcome due to their choices in sexuality, religion or parent practice, child behaviour, diagnosis or spirituality.
- Where a child, family or parent feels unwelcome due to the colour of their skin, their culture, race or country of origin.
- Where a child, parent or family feels unwelcome due to lifestyle choices, health status or wellbeing.
- Where a child, parent or family feels unwelcome due to the child's personality, behaviour or identified need.
- Practical jokes or teasing that diminishes a person's feelings of self-worth, is critical of their life choices, sexuality, cultural beliefs, ethnicity or gender.

Non compliance of the policy by staff that results in the above named situations may be subject to disciplinary action.

Links to Quality Areas and Standards:

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| Quality Area 2 | Children's health and safety |
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| Standard 2.2 | Each child is protected. |
| Quality Area 4 | Staffing Arrangements |
| Standard 4.1 | Staffing arrangements enhance children's learning and development. |
| Standard 4.2 | Management, educators and staff are collaborative, respectful and ethical. |
| Quality Area 6 | Collaborative partnerships with families and communities |
| Standard 6.1 | Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
| Quality Area 7 | Governance and Leadership |
| Element 7.1.2 | Systems are in place to manage risk and enable the effective management and operation of a quality service. |
| Standard 7.2 | Effective leadership builds and promotes a positive organisational culture and professional learning community. |
| Element 7.2.1 | There is an effective self-assessment and quality improvement process in place. |

Source:-

Anti-Discrimination Board of NSW: <http://www.antidiscrimination.justice.nsw.gov.au/>

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. PSCA Fact Sheet. Exploring diversity and equity in education and care services. <https://www.acecqa.gov.au/sites/default/files/2021-01/ExploringDiversityAndEquityInEducationAndCareServices.PDF>

Australian Government Department of Education Skills and Employment (2009) (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. V2.0

Australian Human Rights Commission (2020). *Child Safe Organisations*. <https://childsafe.humanrights.gov.au/>

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA) (2016) *Statement on the Inclusion of every child in early childhood education and care*

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). *Position statement on the inclusion of children with disability in early childhood education and care*.

http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

Family Matters Queensland Our Way A generational strategy for Aboriginal and Torres Strait Islander children and families 2017-2037 <https://www.communities.qld.gov.au/resources/campaign/supporting-families/our-way.pdf>

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (Amended 2020 2023).

Narragunnawali: Reconciliation in Education Welcome to Country. <https://www.narragunnawali.org.au/>

Revised National Quality Standard. (2018).

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| POLICY REVIEWED BY | Name | Committee Member | |
| POLICY REVIEWED | | NEXT REVIEW DATE | |
| MODIFICATIONS | <ul style="list-style-type: none"> Inclusion of Child Safe Standards EYLF references amended to V2.0 Amended wording from culturally competent to <i>culturally responsive</i> continuous improvement/reflection section added | | |

