



Aim

To provide a nurturing environment where educators promote inclusive relationships to ensure all children feel a sense of belonging at the service.

Implementation

Children must feel safe, secure and experience a sense of belonging at the service before they can engage in learning activities. Inclusive environments respect and value difference, and recognise diversity strengthens understanding, knowledge and relationships. Educators will implement a curriculum that reflects the diversity of service families, the local community and the broader Australian population, and ensures all children can participate in activities and experiences. Educators will never isolate a child for any reason except illness or accident. For example, educators may:

Culture and Curriculum

- promote and value cultural diversity and equity for all children, families and employees from diverse cultural and linguistic backgrounds
- discuss how children and adults from all cultures have similar needs and that each person is unique and valuable
- help each child develop strong identities by together with children learning about the culture and heritage of each service family
- encourage the use of home language words at the service through displays and conversations
- include music, dance, song and drama activities from different languages and cultures
- promote dignity and tolerance for all people
- encourage families to share information about their culture and heritage e.g. traditions, artifacts, stories and food including cooking sessions and tastings led by family members
- explore customs and lifestyles of children and families in different cultures
- engage with the local community to extend learning about culture e.g. local cultural groups
- engage with the broader community through information technology and social media to further extend learning about culture, heritage and diversity.

Families

- explore different family structures with children
- support fostered or adopted children to develop a sense of heritage and belonging
- assist families who are new to Australia with the transition to a new and different culture wherever possible

Anti Bias

- acknowledge their own backgrounds and community relationships influence their points of view, and ensure their beliefs and attitudes do not adversely affect children's inclusion and participation
- have high expectations for all children and accept that differences in lifestyles, languages and abilities does not mean ignorance
- implement an anti-bias Curriculum supported by appropriate materials and resources which reflects the diversity of all families/children and the broader Australian society
- include activities and materials which break down traditional stereotypes e.g. include images of women in traditionally male roles and vice versa, use non-gender-based terms e.g. police officer not policeman, encourage children to participate in activities/play that has traditionally been associated with boys or girls
- include activities and materials which promote the acceptance of people with disabilities
- include resources and information to support learning about children's additional needs (with parent/guardian's consent)
- listen to all children, respect and encourage their views, share ideas and experiences and ask open ended questions
- reflect on the service philosophy and ensure that practices and attitudes concur with the philosophy
- work with families to encourage positive attitudes to diversity
- encourage children's independence wherever possible
- encourage and support all children to actively engage with their peers
- regularly include activities in the curriculum which promote respect for physical, racial, religious and cultural differences

- celebrate the achievements of all children to instil a sense of competency, confidence and pride.

The Approved Provider and Nominated Supervisor will support inclusive practices and environments and:

- ensure relief staff and visitors are aware of these practices and respect these values
- organise training for educators in inclusive practice if required
- purchase resources and information to support learning about diversity
- modify the service environment to accommodate children's additional needs where they have the capacity to do this.

Related Policies

Additional Needs Policy

Code of Conduct (Employees Students and Volunteers) Policy

Code of Conduct (Families and Visitors) Policy

Continuity of Education and Care Policy

Relationships with Children Policy

Sources

National Quality Standard

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

5.2.1 Collaborative learning – Children are supported to collaborate, learn from and help each other.

Education and Care Services National Regulations

155 Interactions with children

Early Years Learning Framework

Learning Outcome 1

Children feel safe, secure, and supported

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.

Children develop knowledgeable and confident self-identities.

Children learn to interact in relation to others with care, empathy and respect

Learning Outcome 2

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Children respond to diversity with respect.

Tools

Checklist – Access and Participation

Checklist – Inclusion and Equity

Curriculum – Inclusion (various)

Review

The policy will be reviewed annually by the Approved Provider, Supervisors, Employees, Families and any committee members.

Reviewed: September 2025

Date for next review: September 2026