Glen Iris Child Care and Kindergarten

GI-017 – Inclusion, Equity and Anti-Bias Policy

Policy Number	GI-017
Quality Area	QA1 – Educational Program and Practice • QA5 – Relationships with Children • QA6 – Collaborative Partnerships with Families and Communities • QA7 – Governance and Leadership
National Law	s.167 • s.168 • s.169
National Regulations	Regs. 73 • 74 • 75 • 76 • 155 • 156 • 168 • 169
Related NQS	QA1.1.1 • QA1.2.3 • QA5.1.1 • QA5.1.2 • QA6.1.1 • QA6.1.2 • QA7.2.1
EYLF V2.0	Principles – Partnerships • Collaborative Leadership and Teamwork
VEYLDF	VEYLDF (2026)
Victorian Child Safe Standards:	Standards 1 • 2 • 3 • 5 • 11
Version:	1.0
Approved By:	Centre Director
Approved Date:	July 2026
Review Date:	July 2027

OUR COMMITMENT

Glen Iris Child Care and Kindergarten is committed to fostering an inclusive, equitable and welcoming environment where every child, family, educator and visitor is respected, valued and experiences a genuine sense of belonging.

We recognise that every child is unique and has the right to participate fully in all aspects of our educational program, regardless of their culture, language, abilities, gender, family structure, religion, identity, socioeconomic background or individual circumstances. Diversity is celebrated as a strength that enriches our learning community and contributes to positive outcomes for all children.

Through inclusive practices, respectful relationships and intentional teaching, we actively promote fairness, challenge bias and discrimination, and create learning environments where every child is supported to achieve their full potential.

LEGISLATIVE INTENT

This policy supports Glen Iris Child Care and Kindergarten in meeting its obligations under the Education and Care Services National Law and National Regulations by ensuring all children have equitable access to high-quality education and care within environments that promote inclusion, participation, respect for diversity and children's rights.

The policy also reflects the National Quality Standard, the Victorian Early Years Learning and Development Framework (VEYLDF) 2026 and the Victorian Child Safe Standards by embedding inclusive practice, cultural safety and equity throughout the service.

PURPOSE

The purpose of this policy is to:

- Promote inclusive practices that support every child's participation, learning and wellbeing.
- Foster a culture of equity, respect and belonging.
- Celebrate diversity and value each child's identity and lived experiences.
- Eliminate discrimination, bias, exclusion and inequitable practices.
- Support educators to provide responsive and inclusive learning environments.
- Build respectful partnerships with families and communities.
- Ensure reasonable adjustments are implemented to support individual children's participation.
- Promote compliance with legislative requirements and recognised best practice.

WHO THIS POLICY APPLIES TO

This policy applies to:

- Approved Providers.
- Centre Director.
- Nominated Supervisor.
- Educational Leader.
- Early Childhood Teachers.
- Educators.
- Students and Volunteers.
- Families.
- Contractors and Visitors.

DEFINITIONS

Inclusion
Ensuring every child has equitable opportunities to participate, learn, develop and experience a genuine sense of belonging within the service.

Equity
Recognising that children have different strengths, circumstances and needs, and providing the individual support required to enable every child to achieve positive outcomes

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Anti-Bias Practice
Intentional practices that identify, challenge and reduce prejudice, stereotypes, discrimination and inequity while promoting fairness, respect and inclusion**.**

Diversity
The range of differences that make individuals unique, including culture, language, family structure, gender, identity, religion, abilities, beliefs, experiences and socioeconomic background.

Reasonable Adjustments
Changes made to environments, routines, resources or teaching practices that enable children to fully participate in all aspects of the educational program.

WHY THIS POLICY MATTERS

Every child has the right to feel safe, respected, included and valued.

Children develop their sense of identity, confidence and belonging through everyday interactions, relationships and experiences. When educators intentionally create inclusive environments and challenge bias, children learn to appreciate diversity, develop empathy and build respectful relationships with others.

This policy ensures Glen Iris Child Care and Kindergarten provides equitable opportunities for all children to participate meaningfully in the educational program while fostering a culture that celebrates diversity, promotes children's rights and supports positive outcomes for every child.

GUIDING PRINCIPLES

Glen Iris Child Care and Kindergarten is committed to:

- Promoting equity, inclusion and respect for diversity throughout all aspects of the service.
- Recognising every child as a capable, competent and valued individual with the right to participate fully in all aspects of the educational program.
- Creating safe, welcoming and inclusive environments where every child and family experiences a genuine sense of belonging.
- Respecting and valuing children's diverse cultures, languages, identities, family structures, abilities, beliefs and lived experiences.
- Providing equitable opportunities by making reasonable adjustments that enable every child to access, participate and succeed.
- Challenging bias, discrimination and stereotypes through intentional teaching, reflective practice and respectful relationships.
- Embedding Aboriginal and Torres Strait Islander perspectives in authentic, meaningful and culturally respectful ways.
- Working collaboratively with families, recognising them as children's first and most influential teachers.
- Building educator knowledge and confidence through ongoing professional learning and critical reflection.
- Continuously reviewing our practices to ensure they remain inclusive, equitable and responsive to the needs of our children, families and community.

OUR POLICY

Glen Iris Child Care and Kindergarten is committed to creating an environment where inclusion, equity and respect for diversity are embedded into every aspect of our service.

We believe that every child has the right to participate fully in a high-quality educational program that recognises and responds to their individual strengths, interests, abilities, culture, language, identity and family context. Inclusive practice is embedded across our curriculum, learning environments, relationships and decision-making to ensure every child feels safe, respected, valued and supported.

Educators intentionally foster a culture that promotes fairness, belonging and participation while actively challenging bias, discrimination and exclusion. Learning experiences encourage children to develop respect for themselves and others, celebrate diversity and understand that everyone has unique strengths and perspectives.

We recognise families as children's first teachers and work collaboratively with them to ensure children's individual needs, aspirations and cultural identities are reflected throughout the educational program.

Through ongoing reflection, professional learning and continuous improvement, Glen Iris Child Care and Kindergarten remains committed to providing an inclusive service where every child is empowered to achieve their full potential.

HOW WE PUT THIS POLICY INTO PRACTICE

Creating Inclusive Learning Environments

Glen Iris Child Care and Kindergarten will:

- Create welcoming, safe and inclusive environments where every child experiences a sense of belonging.
- Ensure learning environments reflect the diversity of our children, families and community.
- Provide resources, books, displays and materials that positively represent diverse cultures, languages, abilities, family structures and identities.
- Ensure children have equitable access to all learning experiences, environments and resources.
- Make reasonable adjustments to support individual children's participation and engagement.
- Promote children's independence, confidence and agency

Inclusive Curriculum and Teaching Practices

Educators will:

- Plan learning experiences that reflect the VEYLDF and recognise each child's strengths, interests and capabilities.
- Embed inclusive practices throughout daily routines, play experiences and intentional teaching.
- Celebrate diversity through meaningful learning opportunities rather than tokenistic experiences.
- Encourage children to appreciate similarities and differences between themselves and others.
- Challenge stereotypes, bias and discriminatory language or behaviours in respectful and age-appropriate ways.
- Support every child to actively participate in the educational program.

Respecting Culture, Identity and Diversity

Educators will:

- Respect and value each child's cultural identity, language, beliefs and family background.
- Consult with families to ensure cultural practices and traditions are acknowledged respectfully.
- Support children to maintain pride in their identity and heritage.
- Create opportunities for children to learn about diverse cultures in authentic and meaningful ways.

- Promote respect for diversity through everyday conversations, experiences and interactions.

Aboriginal and Torres Strait Islander Perspectives
Glen Iris Child Care and Kindergarten acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the land on which we learn and play.
The service will:

- Embed Aboriginal and Torres Strait Islander perspectives throughout the curriculum in authentic and respectful ways.
- Promote children's understanding of Australia's First Peoples, histories and cultures.
- Use appropriate resources that have been developed in consultation with, or by, Aboriginal and Torres Strait Islander peoples.
- Build respectful relationships with local Aboriginal communities where opportunities arise.
- Foster culturally safe environments where Aboriginal and Torres Strait Islander children and families feel respected, valued and supported.

Supporting Children with Additional Needs
Glen Iris Child Care and Kindergarten is committed to ensuring every child can participate meaningfully in all aspects of the program.
Educators will:

- Work collaboratively with families to understand each child's strengths, abilities and support needs.
- Develop individual support strategies where required.
- Make reasonable adjustments to routines, environments and learning experiences.
- Collaborate with inclusion support agencies and allied health professionals, with family consent.
- Maintain children's dignity, rights and confidentiality at all times.
- Focus on children's strengths while providing appropriate support to maximise participation and learning.

Partnerships with Families
The service recognises families as children's first and most influential teachers.
Educators will:

- Build respectful and trusting relationships with families.
- Encourage families to share their knowledge, culture, traditions and aspirations for their child.
- Seek family input into curriculum planning and decision-making.
- Respect family beliefs, values and parenting practices.
- Communicate openly and respectfully with all families.
- Work collaboratively to support children's learning, wellbeing and inclusion.

Reflective Practice and Professional Learning
Glen Iris Child Care and Kindergarten is committed to continuous improvement in inclusive practice.
The service will:

- Support educators to participate in professional learning relating to inclusion, equity, cultural responsiveness and anti-bias practice.
- Encourage critical reflection on personal values, assumptions and unconscious bias.

- Review policies, procedures and practices to ensure they promote equity and inclusion.
- Use feedback from children, families and educators to strengthen inclusive practices.
- Embed continuous improvement through the Quality Improvement Plan.

ROLES & RESPONSIBILITIES

Approved Providers

Will:

- Ensure the service promotes inclusion, equity and anti-bias practices across all areas of operation.
- Provide sufficient resources to support inclusive education and care.
- Support professional learning that strengthens inclusive practice.
- Ensure policies and procedures reflect current legislation and recognised best practice.
- Promote a culture of respect, equity and belonging.

Centre Director

Will:

- Lead a culture of inclusion and equity throughout the service.
- Support educators to implement inclusive practices.
- Build partnerships with families and community organisations.
- Ensure reasonable adjustments are implemented where required.
- Monitor compliance with this policy and relevant legislation.
- Promote continuous improvement through reflective practice.

Educational Leader

Will:

- Mentor educators in implementing inclusive and anti-bias practices.
- Support curriculum planning that reflects diversity and equity.
- Facilitate critical reflection and professional discussions.
- Ensure the educational program aligns with the VEYLDF and inclusive practice principles.
- Encourage ongoing professional learning and quality improvement.

Educators

Will:

- Create respectful, inclusive and welcoming learning environments.
- Build positive relationships with every child and family.
- Plan and implement learning experiences that celebrate diversity and promote inclusion.
- Challenge bias and discrimination respectfully and appropriately.
- Work collaboratively with families and external professionals to support children's participation.
- Reflect on their own practice and continuously strengthen their understanding of inclusion and equity.

Students and Volunteers

Will:

- Support the service's commitment to inclusion, equity and anti-bias practice.
- Treat every child, family and educator with dignity and respect.
- Follow the guidance of educators and Centre Management.
- Maintain confidentiality and uphold the values of Glen Iris Child Care and Kindergarten.
- Promote inclusive interactions and positive relationships with all children.

GLEN IRIS IN PRACTICE

At Glen Iris Child Care and Kindergarten, inclusion, equity and anti-bias practice are embedded into our everyday interactions, curriculum and decision-making.

We recognise and celebrate the diversity of our children, families, educators and wider community by creating environments that are welcoming, respectful and reflective of the people within our service. Children's cultures, languages, identities, abilities and family backgrounds are valued and incorporated into the educational program through authentic experiences, resources and meaningful partnerships with families.

Educators intentionally plan for equitable participation by adapting learning experiences, environments and routines to meet individual needs. We work collaboratively with families and external professionals to ensure every child has the opportunity to participate, learn and achieve positive outcomes.

Through ongoing professional learning, reflective practice and continuous improvement, we strive to create a culture where every child feels safe, respected, included and empowered to reach their full potential.

CHILDREN'S VOICE IN ACTION

Children are active participants in creating an inclusive and respectful learning community. Educators encourage children to:

- Share their ideas, opinions and perspectives.
- Make choices about their learning and play.
- Express their culture, identity and family experiences.
- Develop respectful relationships with others.
- Recognise and celebrate similarities and differences.
- Stand up for fairness, kindness and inclusion.
- Participate in developing expectations that promote respect and belonging.

Children's voices are valued and influence the learning environment, curriculum and daily experiences.

EXCEEDING PRACTICE

Glen Iris Child Care and Kindergarten goes beyond legislative requirements by embedding inclusion, equity and anti-bias principles into every aspect of service practice.

Inclusive practice is not viewed as a separate initiative but as the foundation of our educational philosophy, relationships and decision-making. Educators critically reflect on their own beliefs and practices, intentionally challenge bias and create learning opportunities that promote fairness, empathy and respect for diversity.

Strong partnerships with families, community organisations and support professionals strengthen our ability to provide responsive, individualised support that enables every child to participate meaningfully and experience success.

CONTINUOUS IMPROVEMENT

Glen Iris Child Care and Kindergarten is committed to continually strengthening inclusive and equitable practice.
This policy will be reviewed through:

- Feedback from children, families and educators.
- Critical reflection and professional discussions.
- Educational Leader mentoring and observations.
- Family partnerships and consultation.
- Inclusion support and external professional recommendations.
- Professional learning and current research.
- Quality Improvement Plan goals.
- Changes to legislation, the VEYLDF and recognised best practice.

Continuous improvement ensures our service continues to provide welcoming, inclusive and equitable environments where every child can thrive.

RELATED LEGISLATION

Education and Care Services National Law Act 2010

- **s.167** – Protection from harm and hazards.
- **s.168** – Education and care service policies and procedures.
- **s.169** – Policies and procedures to be followed**.**

Education and Care Services National Regulations 2011

- **Reg. 73** – Educational program.
- **Reg. 74** – Documenting of child assessments or evaluations for delivery of the educational program.
- **Reg. 75** – Information about the educational program to be kept available.
- **Reg. 76** – Information about the educational program to be given to parents.
- **Reg. 155** – Interactions with children.
- **Reg. 156** – Relationships in groups.
- **Reg. 168** – Education and care service policies and procedures.
- **Reg. 169** – Policies and procedures to be followed

National Quality Standard
Quality Area 1 – Educational Program and Practice

- **QA1.1.1 –** Approved learning framework.
- **QA1.2.3 –** Child-directed learning.

Quality Area 5 – Relationships with Children

- **QA5.1.1 –** Positive educator to child interactions.
- **QA5.1.2 –** Dignity and rights of every child are maintained.

Quality Area 6 – Collaborative Partnerships with Families and Communities

- **QA6.1.1 –** Engagement with the service.
- **QA6.1.2 –** Parent views are respected.

Quality Area 7 – Governance and Leadership

- **QA7.2.1 –** Continuous improvement.

Victorian Early Years Learning and Development Framework (VEYLDF) 2026

- Practice Principles for Learning and Development.
- Learning and Development Outcomes.
- Equity and Diversity.
- Partnerships with Families.
- Respectful Relationships and Responsive Engagement.

Victorian Child Safe Standards

This policy supports:

- **Standard 1** – Culturally safe environments.
- **Standard 2** – Child safety and wellbeing is embedded in leadership, governance and culture.
- **Standard 3** – Children and young people are empowered about their rights.
- **Standard 5** – Equity is upheld and diverse needs are respected.
- **Standard 11** – Policies and procedures document how the organisation is safe for children and young people.

RELATED DOCUMENTS

This policy should be read in conjunction with:

- Child Safe Environment Policy
- Educational Program and Practice Policy
- Interactions with Children Policy
- Enrolment and Orientation Policy
- Behaviour Guidance Policy
- Victorian Funded Kindergarten Program Policy
- Privacy and Confidentiality Policy
- Complaints and Feedback Policy

SUPPORTING DOCUMENTS

The following documents support the implementation of this policy:

- Victorian Early Years Learning and Development Framework (VEYLDF) 2026
- Quality Improvement Plan
- Individual Learning Plans (where applicable)
- Inclusion Support Plans
- Professional learning records
- Critical reflection documentation
- Family communication records
- Child observations and learning documentation
- Community partnership records

EVIDENCE OF PRACTICE

Glen Iris Child Care and Kindergarten demonstrates this policy through:

- Inclusive enrolment and orientation practices.
- Learning environments that reflect the diversity of children and families.
- Curriculum planning that promotes inclusion, equity and respect for diversity.
- Individualised support for children with additional needs.
- Authentic partnerships with families and community organisations.

- Aboriginal and Torres Strait Islander perspectives embedded throughout the curriculum.
- Professional learning focused on inclusion, cultural responsiveness and anti-bias practice.
- Ongoing critical reflection that informs continuous improvement.

REFLECTION & CONTINUOUS IMPROVEMENT

Critical reflection supports our commitment to providing an inclusive, equitable and anti-bias learning environment.
Reflective questions include:

- Does every child experience a genuine sense of belonging within our service?
- How are we embedding inclusion and equity into everyday practice rather than treating them as separate initiatives?
- Do our environments, resources and curriculum authentically reflect the diversity of our children, families and community?
- How effectively are we challenging bias, stereotypes and discrimination through our interactions and teaching practices?
- Are reasonable adjustments enabling every child to participate meaningfully in the educational program?
- How are children's voices influencing inclusive practices and decision-making?
- What further improvements can strengthen inclusion, equity and cultural responsiveness across our service?

Outcomes from these reflections inform educator practice, professional learning, policy review and our Quality Improvement Plan.

VERSION HISTORY

Version	Date Approved	Approved By	Summary of Changes
1.0	July 2026	Centre Director	Initial policy developed as part of the Glen Iris Child Care and Kindergarten Governance, Policy and Procedures Manual. Developed to align with the Education and Care Services National Law, National Regulations, National Quality Standard, Victorian Early Years Learning and Development Framework (VEYLDF) 2026 and Victorian Child Safe Standards.