

# Lady Gowrie Community Kindergartens

## **INCLUSION, CULTURAL SAFETY AND ANTI-BIAS POLICY**

### CONSIDERATIONS:

NATIONAL QUALITY STANDARDS	QA 1, 2, 3, 4, 5, 6 and 7
NATIONAL LAW ACT & NATIONAL REGULATIONS	Law section: 168 Regulations: 73, 76
OTHER	United Nations Convention on the Rights of the Child Child Safe Organisations Act 2024 Early Childhood Australia (ECA) (2016) Statement on the Inclusion of Every Child in Early Childhood Education and Care ECA Code of Ethics

### POLICY STATEMENT:

To promote an inclusive, culturally safe and anti-bias curriculum which will value the uniqueness of each child acknowledging gender, culture or national origin, religion, family diversity, age, race, and ability.

Inclusion is about belonging to and participating in a diverse society and creating an environment in which all children can participate and succeed. An inclusive environment is holistic and recognises the unique contributions made by each child and their family.

Cultural Safety requires organisations to take meaningful action to ensure Aboriginal and Torres Strait Islander people feel welcome, safe, valued, included and respected.

Children who may require or benefit from additional supports or adaptations to participate fully and be included in early years services are:

- children with disability or developmental delay
- children experiencing physical, medical or mental health conditions
- Aboriginal children
- Torres Strait Islander children
- children from culturally and linguistically diverse backgrounds
- refugees
- gender-diverse or gender-fluid children and children from LGBTIQ+ families
- children with complex social, economic or geographic disadvantage
- children at risk of abuse, neglect or family violence
- children in institutional settings including residential care, hospital or migration detention.

(Early Childhood Australia (ECA) (2016) Statement on the Inclusion of Every Child in Early Childhood Education and Care)

Children notice difference from a very early age. When adults don't talk about these differences, children become more and more uncomfortable and even frightened by them. That means when they are confronted by someone who is different, they are more likely to pull back or reject that

person. (Sims, M 2011: Social inclusion & The Early Years Learning Framework – A Way of Working – Pademelon)

Children and young people have a right to practice culture. We know a strong connection to culture is a protective factor for Aboriginal and Torres Strait Islander children and an important way to ensure their safety and wellbeing. (Queensland Family and Child Commission: Quick Reference Guide to implementing the Universal Principle and Child Safe Standards in Queensland)

Under the Child Safe Organisations Act 2024, the Child Safe Standards and Universal Principle aim to create environments that prioritise the safety and wellbeing of children and create environments that make Aboriginal and Torres Strait Islander people feel culturally safe (i.e. welcome, valued, supported, included and respected). Standard 4 states, “*equity requires that the unique needs of every child are met, and no child is disadvantaged due to their culture, disability, gender or any other aspect of their identity or context*”.

## RELEVANT FORMS/MATERIAL:

- Documentation of the Program
- Lady Gowrie Community Kindergarten Enrolment Form
- Kindergarten & Lady Gowrie Philosophies

## POLICY SPECIFIC SOURCES:

- Auntie Kerry Mundine and Miriam Giugni ; *Diversity and Difference: Lighting the spirit of identity*. ECA INC. ACT 2006
- SNAICC Website [www.snaicc.asn.au](http://www.snaicc.asn.au)
- Te Whariki – Early Childhood Curriculum (1996) Ministry of Education, Learning Media: Wellington
- Dolby, R (2007) *The Circle of Security: Roadmap to build supportive relationships*. ECA Inc ACT 2007
- Queensland Kindergarten Funding Scheme Operating Guidelines
- Sims, M (2011): *Social Inclusion & The Early years learning Framework – A way of working*. (Pademelon press)
- Watson, A & McCathren, R (2009) *Including Children with Special Needs – Are You and Your Early Childhood Program Ready?* Beyond the Journal: Young Children on the Web (March 2009)
- Derman- Sparks, L & Ramsey, P.G (2005) What if All the Children In my Class Are White? Historical and Research Background. Beyond the Journal – Young Children on the Web (November 2005)
- Early Childhood Australia (ECA) (2016) Statement on the Inclusion of Every Child in Early Childhood Education and Care)
- Early Child Australia (ECA) and Early Childhood Intervention Australia (ECIA) (2014) Position statement on the inclusion of children with a disability in early childhood education and care. Canberra. ECA & ECIA
- Early Childhood Australia (ECA) Celebrating Through Relationships – A research in practice series title
- Derman-Sparks, L & Olsen Edwards, J (2019) Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum. NAEYC – Young Children
- QCAA Kindergarten Research Insights – Professional Reading Resource – Inclusion and Diversity
- QCAA Kindergarten Research Insights – Professional Reading Resource – Cultural Diversity
- ACECQA (2018) Information Sheet – Be Part of Reconciliation
- ACECQA (2022) Information Sheet – Inclusive Environments
- ACECQA (2024) Information Sheet – Belonging, Being and Becoming, Equity, inclusion and

high expectations

- Queensland Statement of Shared Commitment: Every interaction counts. 2025 (Accessed 2025)

## POLICY GENERAL SOURCES:

- The State of Queensland (Queensland Curriculum and Assessment Authority), (2024). Queensland Kindergarten Learning Guideline (QKLG). Queensland Curriculum and Assessment Authority: South Brisbane
- Australian Government, Department of Education and Training, (2022). Belonging, Being and Becoming, The Early Years Learning Framework V2.0 For Australia. Commonwealth of Australia
- Queensland Government, (2025). Queensland Kindergarten Funding Essentials: Sessional Kindergarten
- Queensland Government, (2025). Queensland Kindergarten Funding Essentials: Long Day Care Service Providers
- ACECQA and Queensland Government, Department of Education Early Childhood Education and Care, Interactions with children policy guidelines
- Education and Care Services National Law Act (Queensland)
- Education and Care Services National Regulations

**REVIEWED: January 2025**

(Child safeguarding review undertaken November 2025)

**DATE TO BE REVIEWED: July 2026**

IMPLEMENTATION	
RATIONALE	<p>Our Inclusion, Cultural Safety and Anti-Bias Policy underpins the entire Philosophy of the Kindergarten Service. It is reflected in the consistent and active right of every individual to develop to their fullest potential. The provision of relevant and appropriate programs and activities will ensure that children find expression for their individual needs. It provides an opportunity for children to learn of the many different options and alternatives available to them.</p> <p>This learning will help children develop understanding and acceptance of people by learning the real and everyday culture and lifestyles of a variety of groups in society.</p> <p>The adoption of an inclusive, culturally safe and anti-bias perspective provides an umbrella for progressive programs that seek to counter societal discrimination on the basis of gender, national origin, cultural background, religion, language, family diversity, age, race or ability.</p> <p>The goals of inclusion, cultural safety and anti-bias in early childhood settings include:</p> <ul style="list-style-type: none"> <li>• Developing children's self-awareness, confidence, identity, pride and self-esteem.</li> <li>• Helping children feel comfortable and accepting of difference.</li> <li>• Creating awareness of bias and stereotypes and helping children develop the language to describe and understand bias.</li> <li>• Providing children with the tools and power to respond appropriately to bias. (NAEYC).</li> <li>• Understanding the diverse circumstances and needs of each child, providing culturally safe and trauma informed support, and responding appropriately to those who need specialised support.</li> <li>• Making adjustments so that every child feels welcome, safe, respected, heard and valued.</li> </ul> <p>"Educators who are committed to equity recognise that all children have the right to participate in inclusive early childhood settings, regardless of their circumstances, strengths, gender, capabilities or diverse ways of doing and being." (EYLF V2.0 Page 17)</p> <p><i>The Queensland Kindergarten Funding Essentials Sessional Kindergartens includes</i></p> <ul style="list-style-type: none"> <li>• <i>Free Kindy in Queensland is designed to ensure that Eligible Children receive 600 hours of fee-free kindergarten, removing cost as a barrier to access and relieving cost of living pressures for families.</i></li> <li>• <i>Service providers have a legal responsibility under the Commonwealth Disability Discrimination Act 1992, the Disability Standards for Education 2005, the Queensland Anti-Discrimination Act 1991 and the Human Rights Act 2019 to provide inclusive programs to ensure all Eligible Children can actively participate in an education program, including Aboriginal and Torres Strait Islander children and those who face barriers to participation and learning.</i></li> </ul>

- *To deliver inclusive and culturally responsive programs, Approved Providers must actively acknowledge this legal responsibility in their decision-making, including policies, procedures and practices. They are also able to use their Inclusion Ready Subsidy to support Eligible Children to feel welcome and included at the Sessional Kindergarten. There are a range of programs and resources available on the Department's website to support Sessional Kindergartens to deliver inclusive and culturally appropriate Approved Kindergarten Programs.*

*Note: this also now includes the Child Safe Organisations Act 2024.*

**1. In relation to cultural or national origin and racial identity:**

- Children and teachers/educators will have access to information and training about other cultures/racial identity, especially those relevant in the Kindergarten community.
- Teachers/educators will work with one another, families and children to continue to extend both their individual and community's cultural competence.
- Teachers/educators will expose children to a wide variety of materials/resources from daily life of families/cultures.
- Where possible, the Kindergarten will employ teachers/educators that reflect various cultural, national origin and racial identities.
- Teachers/educators will affirm and foster children's knowledge and pride in cultural identity.
- Teachers/educators will foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities.
- Teachers/educators will support children to process responses triggered by cultural differences.
- Teachers/educators will encourage children to ask about their own and other's physical characteristics.
- Teachers/educators will enable children to feel pride, but not superiority, about their racial identity.
- Teachers/educators will help children to become aware of our shared physical characteristics.
- Teachers/educators will encourage parent input into the program, sharing culture, racial identity i.e. First language and to participate on a level that they feel comfortable.
- Teachers/educators will collect information from each family through the enrolment form and orientation process and incorporate this into the program to meet individual family needs re: ethnicity and home language.
- Teachers/educators where possible will use both the staff and children's first language verbally and visually within the Kindergarten environment.
- Teachers/educators will respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play and dolls that will encourage open discussion.
- Where possible learning resources depicting different skin tones.
- Where possible, teachers/educators will present books that reflect different languages and children's first language.

**2. In relation to gender equity:**

- Teachers/educators will ensure that all children are given equal opportunities to engage in all experiences and interactions regardless of their gender.

	<ul style="list-style-type: none"> <li>Teachers/educators will monitor their own interactions for bias and reflect regularly on the language used with children. Staff will aim to use inclusive language as a way to acknowledge and respect diversity.</li> <li>Teachers/educators will offer opportunities for all family members to be equally involved within the program.</li> <li>Teachers/educators will assist children to identify stereotypes and unfair treatment so that they can discuss ways in which to include the perspectives of others.</li> <li>Teachers/educators will provide resource materials that are not stereotypic.</li> <li>Teachers/educators will provide diversity of invitations for learning through play which reflect and support diversity e.g. clothing, resources or play props which reflect various genders and diversity.</li> <li>Teachers/educators will provide a balance through resources and experiences provided, of men and women involved in a variety of jobs in and out of the home e.g. Show men and women repair people, doctors, beautician, police officer, salesperson, teacher etc.</li> </ul> <p><b>3. In relation to diversity in family composition:</b></p> <ul style="list-style-type: none"> <li>Teachers/educators will create an environment that is welcoming to all families.</li> <li>Teachers/educators will respect each family, and work in partnership to support the child's emergent identity as an individual, member of their family, the service and the community.</li> <li>Teachers/educators will provide resources, books, puzzles that reflect diversity in family structure including same sex, single parent, extended, nuclear, step and adopted families.</li> <li>Teachers/educators will engage in simple discussion 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.</li> <li>Teachers/educators will be encouraged to seek awareness of their own feelings, beliefs and background and evaluating the effect these may have on their attitudes and interactions with families.</li> <li>Teachers/educators will incorporate various family lifestyle choices during discussions ensuing that they reflect diversity in income. They will treat all families regardless of socioeconomic background with respect. The staff and children will discuss how members of the community can support one another through the provision of resources, donations of goods or time etc.</li> </ul> <p><b>4. In relation to Indigenous people:</b></p> <ul style="list-style-type: none"> <li>Teachers/educators will attend in-service, read current information to further understand how to present Aboriginal and Torres Strait Islander culture in a positive way, consistent with how the local Indigenous community prefer to be presented.</li> <li>The service will develop an 'Acknowledgement of Country' which they will convey during special events and incorporate into the program on a regular basis.</li> <li>Teachers/educators will develop awareness/understandings about Aboriginal and Torres Strait Islanders as part of the cultural heritage of all Australians.</li> <li>Teachers/educators will be required to undertake training in cultural safety.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• Teachers/educators will show respect for the Aboriginal and Torres Strait Islander culture, aiming to instil sensitivity/appreciation of the culture and a knowing and valuing of individuals.</li> <li>• Teachers/educators will encourage access of the Aboriginal and Torres Strait Islander community into the mainstream of children services.</li> <li>• Teachers/educators will show sensitivity and respect for the various Aboriginal and Torres Strait Islander languages by incorporating where possible verbal and visual local language into the Service environment.</li> <li>• Teachers/educators will access and encourage involvement of the Aboriginal and Torres Strait Islander parents, staff and community members who have a vast knowledge of their culture.</li> </ul> <p><b>5. In relation to ability:</b></p> <ul style="list-style-type: none"> <li>• Teachers/educators will provide an 'inclusive' educational environment in which all children can succeed.</li> <li>• Teachers/educators will promote acceptance, respect and appreciation for individuals varying abilities.</li> <li>• Teachers/educators will consult with all families and other professionals to enable full participation in the program for children with varying abilities.</li> <li>• Teachers/educators will evaluate and alter the environment to enable all children to develop autonomy, independence, competency, confidence and pride.</li> <li>• Teachers/educators will provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different. Including that we all have valuable contributions to the Kindergarten Community and the Kindergarten supports each child's rights as a citizen of the community.</li> <li>• Teachers/educators will empower all children in their own learning to ensure that they gain a feeling of self-respect.</li> <li>• Teachers/educators will treat all children equally and develop understandings that everyone has something important to contribute.</li> <li>• Teachers/educators will observe all children and with parent consultation, provide an individualised program to extend the child's interests and abilities.</li> <li>• Teachers/educators will display images of elderly people of various backgrounds doing different activities, where appropriate in the program.</li> <li>• Teachers/educators will display images of differently abled people of various back grounds doing work or their families in recreational activities.</li> <li>• Teachers/educators will use images that depict differently abled persons as independent.</li> <li>• In planning any renovations either inside or outside consideration will be given to the impact of this on providing an inclusive environment.</li> </ul>
--	--