



Diversity and Inclusion Policy

Policy Number: 7
Date Updated: 16/6/26

Rationale and Policy Considerations

The principles relating to children's rights set out in the United Nations Convention on the Rights of the Child, the Early Childhood Australia Code of Ethics, and Federal and State/Territory Equal Opportunity legislation will guide the service in determining the diversity and inclusion policy. The education and care service believes all children have the right to have their culture acknowledged and respected and recognises the importance of valuing the diversity of experience, perspectives, expectations, knowledge and skills that any community of people will encompass and will actively support the inclusion of all children including those with additional needs.

Most relevant policies and procedures

- Educational Programs
- Interactions with Children
- Partnerships and Communication with Families
- Recruitment of Educators, Staff and Volunteers
- Enrolment and Orientation
- Equal Opportunity

Link to ECA Code of Ethics

- **Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.**
- **Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.**
- **Assist each family to develop a sense of belonging and inclusion.**
- **Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.**

Scope

This policy is written for children, families, educators and visitors of Lifestreamers Early Learning.

Policy Statement

Lifestreamers Early Learning respects diversity in the social and cultural backgrounds and in the abilities of all people. We believe all individuals bring culture and diversity into the centre based on their beliefs, family background and life experiences.

The service aims to provide an early learning environment which is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person. The service involves the community to assist educators and children to understand and accept the range of cultures and abilities of members of the local community. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators and other families. The service will ensure that appropriate inclusion support services are accessed and referred to families in order to support children's well-being and full inclusion into the program.

Policy Principles

Director / Nominated Supervisor:

- Providing all children with the opportunity to access programs at the service and recognising that all families are unique and that children learn in different ways and at different rates, consistently updating and supporting the knowledge, skills, practices and attitudes of educators to encourage and ensure inclusion and equity.

- The Nominated Supervisor and educators will be sensitive and attentive to all children, respect their backgrounds, unique qualities and abilities, ensure that the service environment reflects the lives of the children and families using the service and the cultural diversity of the broader community, and ensure children's individual needs are accommodated at the service.
- Will ensure opportunities are created for families and children and community members to learn about, develop respect for and celebrate the diversity that exists at the service and the broader community by:
 - Encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs
 - Inviting community members to the service to share stories, songs, experiences, skills, cultured and beliefs. - Accessing and using a range of resources to reflect the diversity of children and families in the service and in the broader community.
- The service will access Inclusion support for assistance and resources for children with additional needs including children from diverse backgrounds, children with high ongoing support needs, including disabilities and ATSI children.
- Will discuss any concerns with the parents and offer family links to other support services within the community such as Community Health or Inclusion Agencies.

Educators:

- Will actively seek information for children, families and the community, about their cultural traditions, customs and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- A variety of cultural dress-ups will be made available in the dress-up area
- Will work in partnership with families to provide care that meets the requirements and needs that is consistent with family's culture, beliefs and care practices.
- Will obtain and use resources that reflect the diversity of children, families and the community to increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and multicultural heritage.
- Acknowledge and respecting the rights of all children to be provided with and participate in a quality early childhood education and care program.
- Create an environment that supports, reflects and promotes equitable and inclusive behaviours and practices
- Create a sense of belonging for all children, families and educators, where diverse identities, backgrounds, experiences, skills and interests are respected, valued and given opportunities to be expressed/developed.
- Ensure that programs are reflective of, and responsive to, the values and cultural beliefs of families using the service, and of those within the local community and broader society working to ensure children are not discriminated against on the basis of background, ethnicity, culture, language, beliefs, gender, age, socioeconomic status, level of ability or additional needs, family structure or lifestyle.
- Will provide support for children with special needs so they can be included as equals within the service. This may require the assistance of social, ethnic or special needs services, which the service will access in collaboration with the child's family, and/or adapting the environment, routines and/or staffing arrangements in order to facilitate inclusion.
- Will treat all children equitably and encourage them to treat each other with respect and fairness.
- Will role model appropriate ways to challenge discrimination and prejudice and actively promote inclusive behaviours with children.
- Will consult parents with program planning to ensure this documentation is responsive to their child's life, interests, and abilities and learning style as well as reflecting the family's culture and community.
- Will create opportunities as an integral part of their daily programs for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:
 - encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;
 - inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs;
 - accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.

- Will work with families, inclusion support agencies and other specialists working with the child to develop and evaluate inclusion plans.

Educator Recruitment and Development

- The service will aim to recruit educators from diverse cultural and linguistic backgrounds that reflect the cultural diversity of the community wherever possible.
- All educators are fully oriented to the service's code of conduct/code of ethics.
- The nominated supervisor and educators will attend professional development that builds awareness of their own cultural beliefs and values, increases their cultural competence and helps them to challenge discrimination and prejudice.
- Lifestreamers Early Learning will not accept any discrimination or bias towards any of the children, families, educators or visitors attending the centre. Any educator that shows signs of the above will be given a written warning and any visitors or families will be asked to leave the centre.

Inclusion Support Agencies

- The service will access the pool of bicultural support workers to assist communication with families from diverse cultural backgrounds and/or telephone translation services when required and provide brochures/information on aspects of the service in languages that are spoken in the local community.
- The service will access additional support, assistance and resources for children with additional needs including children from diverse cultural backgrounds and children with high ongoing support needs (including disabilities).
- Educators will talk to the relevant child's parents/guardians about any concerns and offer the family links to other support services within the community such as Inclusion Support Agencies; Community Health Services etc.
- Educators work with families, inclusion support agencies and other specialists working with the child to develop individual support plans for children with additional needs.

Inclusion Support Plan Procedures

- If a child had been identified as requiring additional support at enrolment the below process is followed. A child must be enrolled to begin the funding support process from the Australian Government.
- Access the Parent Information and Consent Form and a Request for Inclusion Support Form.
- Complete request for inclusion support from the [Communicare website](#).
- Provide families with parent consent form. The parent or legal guardian completes and signs the [Parent Inclusion and Consent Form](#)
- Collect child's diagnosis letter if available.
- The services submit both forms to: info@wainclusionagency.org.au.
- Communicare Inclusion team member will visit the service to observe the child and provide recommendations to the Centre.
- Barriers and strategies are developed with the inclusion professional and the education leader to submit on the portal.
- Approvals for funding can take up to 6 weeks.
- Additional educators will be employed once funding has been approved. Education Directors are to work with family and inclusion support officer to ensure the child's needs are met while waiting for the approval process.
- Reviews of the Inclusion development plan are 6 & 12 monthly to ensure funding is continued

Related Legislation and Documents

- Education and Care Services National Law (WA) Act 2012
- Education and Care Services National Regulations 2012
- United Nations Convention on the Rights of the Child

Document History

Version	Date updated
Created	16/12/13
Diversity and Inclusion Policy	28/7/14
Diversity and Inclusion Policy	16/7/15
Diversity and Inclusion Policy	2/11/16
Diversity and Inclusion Policy	28/8/18
Diversity and Inclusion Policy	13/9/19
Diversity and Inclusion Policy	21/12/22
Diversity and Inclusion Policy	02/06/23
Diversity and Inclusion Policy	20/5/25