



Diversity, Equity and Anti-Bias Policy

Policy

To create an environment that supports, reflects, and promotes equitable and inclusive behaviours and practices, and respects individuals and groups of people. Cubby House on Campus – Early Learning Centre aims to help children develop their full potential regardless of their gender, cultural background, religion or special need. Children, families, and staff will be treated equally and provided with the same access to all materials, training, and equipment.

All activities and programs are considerate of the cultural and linguistic diversity of the families with the community. Children are encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

We foster awareness and acceptance of the different cultures in the community and of each child and integrate them with a variety of culturally diverse and anti-biased activities.

Background

Families in Australia are becoming increasingly diverse. The diversity presents new challenges and brings new rewards.

Personal experiences, biases and prejudice can influence professional and ethical behaviours and effect care giving skills and strategies, the value of interactions between children, families and staff and the ability of stakeholders to work cohesively as a team.

The purpose of the policy is to:

- Ensure that all persons are treated equitably and with a level of mutual respect
- Reduce bias and prejudice
- Develop a range of practices and guidelines that actively counteract bias or prejudice
- Promote inclusive practices
- Encourage all persons to communicate respectfully and fairly
- Avoid stakeholders making comparisons between children, families, staff, their backgrounds, abilities, or additional needs.

Practices

Children are cared for in a manner which displays respect for the individual and acceptance of differences. Equal opportunity is provided for children to develop to their full potential.

Procedures

All staff will ensure no child or family is discriminated against based on their gender, culture, race, religion, ability, income, marital status or sexual preference.

- Children have access to materials which are free from gender bias, and which portray non-stereotypical gender roles.
- There is active promotion of the role of the educator as being non-gender specific. Staff should avoid making statements that ascribe a particular behaviour to a specific gender.
- Play equipment should cover the full range of interests, from passive to active.
- Staff should model acceptance of individual differences.
- Role play should be encouraged to allow children to experiment with different ways of being
- Staff should try to access resource material which portrays positive images of people in non-stereotypical roles and actively encourages non- stereotypical behaviour.
- Staff should access material which portrays positive images of people with varying disabilities
- Physical gender differences and disabilities are to be acknowledged with acceptance and respect.
- Encourage feedback and input from parents in relation to the program, policies, or other issues in the service, which are affected by the families' culture or race.
- We will encourage staff to share knowledge of their own cultures with other staff, parents and children and incorporate this into the program.
- Be aware of any issues or behaviour, which may be offensive to other cultures and seek to avoid possible offensive behaviour.
- Treat each child as an individual and support his/her own special need through the program, working closely with any relevant specialists and aides.
- Contact Inclusion support for assistance and ideas.
- Access specialised advice and appropriate training and additional resources to meet special needs.
- Ensure that resources and equipment respectfully reflect Australia's indigenous heritage and multicultural society.

Staff

- Recruitment of staff is non-bias, and all staff will be interviewed in relation to equity and inclusive practices
- All new staff will be informed on the diversity, equity, and anti-bias policy of the scheme on employment.
- Staff will be encouraged to attend professional development to develop knowledge of equity and diversity.
- Staff will work in conjunction with support agencies to discuss equity and inclusion concepts and issues.

Environment

It is important that families and children from diverse backgrounds feel welcome into the childcare environment and that they belong. Ways in which staff can make families welcome, and encourage families to share their skills, knowledge and cultural resources include:

- Displaying greeting messages in different languages, including the languages of children in care
- Using books, games and music that reflect cultural diversity and include the backgrounds of all children in care
- Inviting families to contribute their skills and interests
- Encouraging children to bring culturally significant items to talk about with others
- Religious and cultural dietary practices and taboos need to be understood and respected.

<i>Policy Action</i>	<i>Process Development</i>
Sources/ Further Reading	Early Childhood Australia Inc (ECA) Code of Ethics 2005 Culturally and Linguistically Diversity (CALD) Families NCAC Fact sheet (March 2007) National Quality Framework Resource Kit National Quality Standards - 1.1.2, 1.2.1, 1.2.2, 4.2.1, 5.1.2, 6.1.2, 6.2.1, 6.3.1, 6.3.3 Education and Care Services National Regulations 73, 74, 75, 76, 155, 168(2)(j)

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Edited By:		Skye Hodge		Position:	Office Administrator
Approved By:		Katharine Rattenbury		Position:	Director