

ANTI-BIAS, INCLUSION AND CULTURAL DIVERSITY CENTRE POLICY

*References: National Law 167, 168 National Regulations 73-76, 103,105
National Standards 1.1, 1.2, 1.3, 3.1, 5.1, 5.2, 6.2*

Policy Statement

At G8 Education we base our philosophy on the notion that children bring specific knowledge and skill to the Education and Care environment. This knowledge and skill comes from the experiences that they are a part of in their lives outside the centre environment.

At G8 Education, discrimination is not accepted. We believe that every child has the right to develop fully as an individual and be treated equally regardless of their race, gender, colour, appearance, ethnicity, religion, disability, impairment, socioeconomic status or national origin.


We recognise that a child's family experiences will be unique and endeavour to include families in the daily practices of the centre no matter the make-up of the family (traditional, single families, blended families, extended families, foster/adoptive families, same gender families, grandparents as carers etc.). All families are treated respectfully and have equal opportunity to participate in all aspects of the Education and Care Service.

At G8 Education we aim to foster in each child, an awareness and acceptance of other cultures, abilities, ethnicity and personal interests and the programs provided for the children reflect this objective. G8 Education is guided by the Early Years Learning Framework, National Law, National Regulations and the National Quality Standard which provide clear guidelines for appropriate practices and those practices that must not be condoned.

Policy Guidelines


The Education and Care Service will:

- Ensure that no child will be favoured or refused admission based on race, gender, colour, appearance, religion, disability, economic status, impairment or national origin. All children will have fair and equal treatment and access to admission.
- Provide a Parent Handbook on enrolment that includes cultural diversity, anti-bias and inclusion information and provide information on how to access the Inclusion, Anti-Bias and Cultural Diversity Policy for further guidelines. **Please note: our Handbooks and other related materials (or parts of) can be made available in the family's first language if required.**
- Welcome the existence and exploration of diversity among people by recognising that Australia is a culturally and linguistically diverse nation. This recognition will enable us to provide valuable learning opportunities for children to understand diversity including what is different about each of us but also what we have in common.
- Strongly communicate the view that differences among individuals enrich life and culture while enabling opportunities for us to learn beyond our own experience.

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	Content Owner	Legal, Quality and Risk		National Quality Standard: Quality Area	1,3,5,6
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- Recognise that each child is unique and precious and ensure that biases about “normalcy” and “acceptability” are not tolerated. This will be modelled in every day interactions with the children from all team members.
- Recognise the importance of family and the culture of the family in a child’s life. This culture is reflected through the families make up (e.g. married couple, single family, step family, extended family, blended family, foster family, adoptive family, culturally based family, same sex families, significant people in the child’s life etc.), beliefs, celebrations, routines, customs, socio-economic status and community influences. At every opportunity families will be encouraged to share their culture with the centre to enrich the programming and planning of experiences, not only for their own child/ren but all of the children in our care.
- Ensure access to all experiences provided is possible for all children in the centre regardless of disability, impairment, cultural beliefs, and language barrier. This will be achieved through consultation with families, specialist and Inclusion Support Agencies and may also include environment modification, equipment purchase/hire, access of Inclusion Support Worker for the room that the child is enrolled in/whole Service, interpreter service etc.
- Provide educational resources that have been evaluated as being free from bias, discrimination, prejudice or illustrating stereotypes that are both gender and culturally inappropriate.
- Regularly reflect on the policies, practices and procedures of the centre to ensure that the Inclusion, Anti-Bias and Cultural Diversity Policy are working documents and a part of the Centre Philosophy and day to day practices.
- Intervene when team members, parents or children within the centre engage in behaviours that show insensitivity, bias or prejudice against any child, team member or family in the centre.
Intervention may include:
 - Modelling correct behaviours;
 - Creating and presenting lessons on diversity appropriate to the level of understanding for the relevant age group;
 - Providing specialised training;
 - Providing one on one counselling;
 - Inviting guest speakers to address children, educators or families;
 - Taking disciplinary action against team members if they are in breach of G8 Education Policies and Procedures;
 - Investigation in accordance with the centre policies and procedure and guidance from the National Quality Framework - Law, Regulations, Standards. This may lead to cancellation of enrolment for families or termination of employment for team members from the centre.

Please Note: you may refer to our HR Equal Employment Policy for a detailed account of our Anti-Discrimination Employment Policy.

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Policy Review

- The centre will review this Inclusion, Anti-Bias and Cultural Diversity Policy every year or as new information arises.
- Families are encouraged to collaborate with the centre to review the policy and procedures.
- Team members are essential stakeholders in the Policy Review Process and will be encouraged to be actively involved.

Links to Related Documents

- Aboriginal and Torres Strait Islander Cultural Awareness Centre Policy

Sources

- The Anti-biased Approach in Early Childhood 2nd Ed (E.Dau) 2001 Pearson Education. French's Forrest NSW.
- www.earlychildhoodaustralia.org.au/eylf Teaching and Learning through play. Anne Kennedy and Lennie Barblett 2010
- Consultation with management, team members and families.
- www.acecqa.gov.au for all documents relating to the National Quality Framework including but not limited to:
 - National Law Guide and National Regulations Guide
 - National Quality Standards Guide
 - Early Years Learning Framework and the My Time, Our Place Framework for Outside School Hours Care
 - Quality Improvement Plan Guide