

Anti Bias Policy

Date: July 1995, reviewed April 2001, revised 17/05/05, revised 5/03/08, reviewed 16/03/11, reviewed 14/02/14, reviewed 26/07/17

Signed by Management Committee _____ **date** _____

Rational:

It is important that children have the opportunity to develop their full potential within safe environments and that they learn the knowledge, skills and attitudes which enable them to make informed and just decisions about themselves and others.

Bias exists in our society and individuals may be discriminated against because of their gender, race, religion, ability or family structure. Such discrimination may lead to individuals not reaching their full potential.

These biases can develop at a young age so it is important to encourage children to explore areas of bias, learning to treat other children/adult as special (every child is special).

Policy Statement:

At our centre staff and management endorse the concept of a multi-cultural and anti-bias curriculum and believe that children be encouraged to explore areas of bias in an environment that offers diversity.

Aim:

Staff endeavour to treat all children, families and staff equally regardless of gender, race, religion, culture, ability and family structure

Staff encourage children to treat others as equals with regard to gender, race, religion, culture, sexual orientation, ability and family structure.

Objectives:

Incorporate an anti-bias approach in all interaction with children, parents, families and staff

Develop educational programs for children that support the four goals of an anti-bias program:

- To foster each child's construction of a knowledgeable, confident self identity.
- To foster each child's comfortable, empathetic interaction with diversity among people.
- To foster each child's critical thinking about bias, to question and enquire.
- To foster each child's ability to stand up for herself/himself and others in the face of bias (Derman-Sparkes 1989).

Regularly assess the physical environment for inclusiveness and undertake to plan changes in the environment where appropriate.

Related Policies & Documents:

- Cultural Diversity Policy
- Inclusion of Children with Additional Needs Policy
- Mission Statement & Philosophy
- Curriculum Planning & Review Policy
- Family Involvement & Communication Policy
- Staff Code of Ethics
- Staff Code of Conduct

Procedure and Guidelines:

1. Staff ensure that their language and daily practice are inclusive and non-discriminatory.
2. Staff endeavour to provide an environment for experimenting broad learning which allows children to discover differences and similarities in readily apparent, concrete ways.
3. Staff ensure that all equipment and materials provided are inclusive regarding gender, race, religion, culture, ability and family structure.
4. Staff will:
 - Encourage children to explore other languages.
 - Provide inclusive models when discussing family structure.

- Utilise parents' expertise with regard to the culture, religion, background, work and education that is shared in their household.
- 5. All staff have the opportunity to develop their understanding of areas they may not fully understand, to seek support or advice i.e. multi-cultural services, attendance at Professional Development opportunities
- 6. UPCCC endeavours where possible to employ a diversity of staffing to ensure that role models are inclusive of the broad society i.e. gender, age, background, nationality and family structure.

Source Material:

Australian Children's Education and Care Quality Authority (2011) *Guide to the National Quality Framework*,

Clarke, C. (1984) *Developing Multicultural Perspectives in early childhood*, (Revised Edition) FKA Multicultural Resource Centre, Richmond Australia

Derman-Sparks, L (1989), *Anti Bias Curriculum: Tools for empowering young children*. N.A.E.Y.C. Washington D.C.

National Childcare Accreditation Council (2006) *Equity for Children and Families*, OSCQA Factsheet #8, accessed from http://ncac.acecqa.gov.au/educator-resources/factsheets/oshcqa_factsheet_8.pdf, on 5/07/17

Robinson, K & Jones Diaz, C (2006) *Diversity & Difference in Early Childhood Education*, Open University Press, Berkshire England.

Schurch P & Hopson E (1989), *Exploring Diversity: Reflections Ten Years On*, Australian Early Childhood Resource Booklets, ACT, Australia

Date for review: July 2020