Purpose:
The aim of this policy is to:

• Ensure equal treatment for all children, families and staff using our service.

• Promote acceptance.

• Value individual ethnic, cultural, religious and linguistic backgrounds, race, gender, age, sexual preference and socio-economic backgrounds

Rationale:
Gembrook Primary School OSHC ensures equal treatment for all children, families and staff using the service. The service will actively promote acceptance and value individual ethnic, cultural, religious and linguistic backgrounds, race, gender, age, sexual preference and socio-economic backgrounds.

Scope:
The Children’s Services Act 1996 and the Children’s Services Regulations of 2009 requires Gembrook Primary School OSHC to implement an Inclusion and Anti-Bias policy that includes policy, practices, procedure, education and training

Protocol/Procedure:
Gembrook Primary School OSHC shall:

• Acknowledge, value and promote the human diversity that exists within our families, centres, community and the world in general.

• Where possible, employ staff of various cultural origins.

• Purchase toys and equipment that show different physical characteristics such as different facial features, modes of dress, physical disabilities, skin tone, gender etc, and different role models and different family structures.

• Support staffs personal and interpersonal development through appropriate in-service training.

• Acknowledge and support that families have unique knowledge of their own child.

• Recognise the importance that every child, family and staff member has the right to access early childhood services which support their cultural identity and community.
Families shall:

• Inform the Gembrookk OSHC on the enrolment form of the child's culture, religion, background, work and education needs.

• Assist staff by offering information and answering questions regarding cultural identity and community.

• Communicate to staff all information and concerns relating to their child's health.

Gembrook Primary School OSHC staff shall:

• Ensure their language and daily practice are inclusive and non-discriminatory.

• Utilise families/guardians expertise with regard to the culture, religion, background, work and education that is shared in their household.

**Ethnic, Cultural and Religious Equity**

Gembrook Primary School OSHC staff shall:

• Endeavour to provide an environment for experimenting broad learning that allows children to discover differences and similarities in readily apparent, concrete ways.

• Help children to feel pride, but not superiority, about their identity.

• Help children become aware of shared physical characteristics.

• Encourage parent input into the program, sharing culture, ethnic and religious identity and to participate on a level that they feel comfortable.

• Collect information from each family through the family survey and incorporate in program to meet individual family needs re ethnicity and home language.

• Where possible, use both the staff and children's first language verbally and visually available within the environment.

• Show respect for all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play and dolls that will encourage open discussion.

**Gender Equity**

Gembrook Primary School OSHC staff shall:

• Ensure all children are given equal opportunities to engage in all experiences and interactions regardless of their gender.
• Monitor own interactions for bias and reflect regularly on the language used with children.

• Use gender inclusive language.

• Offer opportunities for both male and female family members to be equally involved within the program.

• Assist children to identify stereotypes and unfair treatment so that they can see that it hurts to be excluded on the basis of gender.

• Be a positive role model.

• Use a range of resource materials that are not examples of stereotypes.

• Support a diversity of gender play

**Diversity in Family Composition**

*Gembrook Primary School staff shall:*

• Create an environment that is welcoming to all families.

• Treat all families with respect regardless of socio-economic background.

• Work in partnership with each family to support the child's emergent identity as an individual, as a member of his/her family and as a member of our service and of the larger community.

• Use resources books, puzzles etc that reflect diversity in the family structure, including same sex, single parent, extended, nuclear, step and adopted families as well as different socio-economic backgrounds.

• Engage in simple discussions about families that focus on fact rather than values

**Indigenous People**

*Gembrook Primary School OSHC staff shall:*

• Be encouraged to read current information to further understand how to present Aboriginal and Torres Strait Islander culture in positive ways, consistent with how the Aboriginal community wishes to be presented.

• Develop awareness/understandings about the Aboriginal and Torres Strait Islanders as part of the cultural heritage of all Australians.

• Show respect for the Aboriginal and Torres Strait Islander culture.

• Incorporate materials/ideas for programming from Aboriginal resources.

• Encourage the involvement of any Aboriginal and Torres Strait Islander parents or staff.
• Invite the local Aboriginal and Torres Strait Islander community to visit the service and contribute to the program.

• Show sensitivity and respect for the various Aboriginal and Torres Strait Islander languages by incorporating, where possible, verbal and visual language into the environment.

Ability

Gembrook Primary School OSHC staff shall:

• Provide an inclusive and non-competitive educational environment in which all children can succeed.

• Model acceptance, respect and appreciation for individuals varying abilities.

• Consult with all families and other professionals to enable full participation in the program for children with varying abilities.

• Evaluate and alter the environment to enable all families to develop, as far as possible, autonomy, independence, competency, confidence and pride.

• Help children to see and understand that we are all similar but different.

• Empower all families in their own learning to ensure that they gain a feeling of self-respect,

• Treat all equally in the belief that everyone has something important to contribute.

• Observe children and with parent consultation, provide an individualized program to extend the child's interests and abilities.

• Display images of elderly people of various backgrounds doing different activities.

• Display images of different people's abilities from various backgrounds doing work and with their families in recreational activities.

Related Policy

References/Legislation

The Children's Services Regulations 1998

The Children's Services Act 1996

The Equal Opportunity Act 1995

The Sex Discrimination Act (Commonwealth) 1975

The Disability Discrimination Act (Commonwealth) 1992

The Human Right and Equal Opportunity Commission Act (Commonwealth) 1986
Policy History:

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