



Marton Activity Centre

MAC Policy

ANTI-BIAS & INCLUSION	Document ID	:	POL004
	Amendment No	:	4
	Quality Area	:	MACQA5
	Approved By	:	Management
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All children have the right to be treated equally. Diversity in all its forms should be embraced within Early Childhood Services to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their care environment, community, country, and the world.

POLICY STATEMENT

Marton Activity Centre aims to promote an inclusive anti-bias environment which values the uniqueness of each child acknowledging gender, culture or origin, religion, family diversity, age, race, ability, and indigenous peoples.

SCOPE

This policy applies to the children, families, staff, management and visitors of Marton Activity Centre.

PROCEDURES

IN RELATION TO CULTURE OR ORIGIN AND RACIAL IDENTITY

- Children and educators will have access to information and training about other cultures/racial identity.
- Educators will work with one another, families, and children to continue to extend their knowledge of other cultures.
- Educators will expose children to a wide variety of materials from daily life of other cultures to increase awareness and appreciation of other cultures.

- Educators will treat all children equitably and encourage them to treat each other with respect and fairness.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.
- Educators will create opportunities for community members, families, children, and other educators to share their culture, skills, experiences, stories, songs, and beliefs.
- Marton Activity Centre aims to employ educators that reflect various cultures, countries of origin, and racial identity.
- MAC will access bicultural support workers when necessary and/or telephone translation services and provide information on aspects of the service in languages that are spoken in the local community to assist in communicating with families from diverse cultural backgrounds.
- Educators will implement a reconciliation action plan (RAP) to promote the inclusion of diverse indigenous cultures. This will be an ongoing document.

IN RELATION TO INDIGENOUS PEOPLE

- Educators will attend training and read current information to further understand how to present Aboriginal and Torres Strait Islander culture in a positive way, consistent with how local Aboriginal community wish to be presented.
- MAC has an acknowledgement of country which is read at roll call, during special events and incorporate into the programme on a regular basis.
- Educators will develop awareness and understanding of the aboriginal and Torres Strait Islanders as part of the cultural heritage of all Australians.
- Educators will show sensitivity and respect the various Aboriginal and Torres Strait Islander languages by incorporating where possible verbal and visual language into MAC environment.
- Educators will access and encourage involvement of the Aboriginal and Torres Strait Islander parents, staff, and community members who have a vast knowledge of their culture.
- MAC will access additional support, assistance, and resources for children with varying needs including children from Aboriginal and Torres Strait Islander communities.
- MAC will incorporate the various resources that our local Kurrunulla Aboriginal Corporation provide and strive to work with the Kurrunulla Aboriginal Corporation to become more involved with the community.

IN RELATION TO ABILITY

- Educators will provide an inclusive, educational environment in which all children can succeed.
- Educators will promote acceptance, respect, and appreciation for individuals of varying abilities.

- Educators will consult with families and other professionals to enable full participation in the program for children with varying abilities.
- Educators will evaluate and alter the MAC environment to enable all children to develop autonomy, independence, competency, confidence, and pride.
- MAC will provide families with developmentally appropriate information about varying abilities to foster understanding that we are all similar and different.
- Educators will treat all children equally and develop an understanding that everyone has something important to contribute.
- MAC will access additional support, assistance, and resources for children with varying abilities.
- Educators will talk to families about any concerns they have and offer links to other support services within the community such as Inclusion support agencies, community health services etc.
- Educators will work with families, inclusion support agencies, and other specialists associated with the child to develop individual support plans.

IN RELATION TO DIVERSITY IN FAMILY COMPOSITION

- Educators will create an environment that is welcoming to all families.
- Educators will respect each family, and work in partnership to support the child's emerging identity as an individual, a member of their family, MAC, and the community.
- Educators will provide resources, books, etc, that reflect diversity in family structure including same sex, single parent, extended, nuclear, step, and adopted families.
- Educators will consult with families to develop programs that are responsive to children's lives, interests, learning styles, genders, and that reflect children's family, culture, and community.
- Educators will discuss with children the composition of different families in casual conversation, e.g. some children live with grandparents, some with two mums or two dads etc.
- Educators will be encouraged to seek awareness of their own feelings, beliefs, and background and evaluate the effects these may have on their attitudes and interactions with families.
- Educators will incorporate various lifestyle choices during discussions ensuring they reflect diversity in income. They will treat all families regardless of socioeconomic background with respect. Educators and children will discuss how members of the community can support one another through the donations of resources, time, or goods.

CONSIDERATIONS**NATIONAL QUALITY STANDARDS (NQS)**

Quality Area 5: Relationships with Children		
5.1	Relationships between Educators & Children	Respectful and equitable relationships are maintained with each child
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative Learning	Children are supported to collaborate, learn from and help each other.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS AND NATIONAL LAW

Education and Care Services National Regulations and National law NSW		
Reg	155	Interactions with children
Reg	156	Relationships in groups
Reg	157	Access for parents

SOURCE

Australian Children's Education & Care Quality Authority (2014)
Guide to the Education & Care services National Law & Education & Care Services National Regulations.
ECA Code of Ethics
Guide to the National Quality Standard
Staying Healthy in Child Care. 5th Edition
Asthma Australia - www.asthmaaustralia.org.au
Australia Asthma Handbook - www.asthmahandbook.org.au/diagnosis/children

SERVICE POLICIES/ DOCUMENTATION

Polices	Documents
Code of Conduct	Client Handbook
Privacy & Confidentiality	Staff Handbook
Staff Communication	
Communication with Families	
Enrolment & Orientation	