

Diversity, Equity and Inclusion

Policy Statement

We aim to help children develop their full potential regardless of their abilities, cultural background, gender or family situation. All children will be treated fairly and provided with the same access to materials and equipment. Additionally, staff employment and roles within the Service will not be determined based on bias or discrimination. Kids Biz OSHC is an equal opportunities workplace.

Policy Considerations

- National Quality Standards/Elements: 4.2 (Professionalism), 5.1 (Relationships between educators and children), 6.1.2 (Parent views are respected)
- Anti-Discrimination Act

Procedure

- Service environment and resources are designed to support the equitable access of all children
- Service environments include restful and active spaces
- The educational program and service information is shared with families via email each fortnight to keep them informed of what their child is doing and is available on the Kids Biz website
- The administration team can provide enrolment support to families via email, over the phone, or in person
- Fee support is available to families through the Government's Child Care Subsidy and Additional Child Care Subsidy systems. Refer to Fees policy for further information.
- The Service will work with families to support children experiencing vulnerability. This may involve collaborating with relevant support services.
- Inclusive language should be used in all communications

Anti-Discrimination

- Diversity is valued across the Service's staff, children, families and community
- The Service should always operate in a way that prevents unlawful discrimination on the basis of a protected attribute, including age, cultural background, disability, gender identity, race, relationship status, religion or sexual preference.
- Discrimination complaints within the service should be reported to the service coordinator in the first instance. If the complaint involves the service coordinator, it should be reported to the management team. All complaints will be investigated as per the *Complaints Procedure* policy.
- If an employee is found to have engaged in discriminatory behaviour further action will be taken which may include, participation in further training, change to their duties or termination of their position.
- If a parent/guardian engages in discriminatory behaviour towards an employee of Kids Biz OSHC or another person in the Kids Biz OSHC service, they may be banned from entering the service and their child may be unable to attend. Abuse or harassment of children, families, team members or school personnel will not be tolerated.

Reviewed on:	23/05/2023	Approved on:	25/05/2023
Reviewed by:	Sarah Maple	Approved by:	Natasha Finnigan

Inclusion Support

- Families of children with additional needs are requested to provide information on their child's needs upon enrolment.
- The service coordinator will work with families of children with additional needs to determine the best supports for the child.
- Families should continue to provide ongoing advice of their children's needs, updating information with their service as needed.
- The service can work with the Inclusion Support Agency to provide additional educator funding and other support.
- A Strategic Inclusion Plan is used to monitor the service's inclusion, address barriers to inclusion, and develop future inclusion goals.

Gender Equity

- All children will be encouraged to try a variety of activities regardless of gender.
- The Service will provide positive experiences for children which are not based on gender roles or stereotypes. Children will not be prevented from participating in activities due to stereotypes or preconceptions.
- Educators should act as positive role models, encouraging children to participate in all activities whilst allowing children to express their individual interests and preferences.
- Employees, parents/carers and children may specify their preferred pronouns. When a preferred pronoun is advised, this should be recorded and used when speaking to/about the person where appropriate.

Cultural Awareness

- Families are requested to provide information about their child's culture upon enrolment
- Educators will make themselves aware of the cultures represented in the families and community of the service
- When creating the educational program, the Educational Leader will consider upcoming cultural events and ways in which cultural elements can be incorporated into the service. Research should be conducted to ensure activities are implemented in a culturally sensitive way.
- Children will be encouraged to explore and share a range of cultural activities and experiences
- Aboriginal and Torres Strait Islander people should have their culture and viewpoints incorporated into the service's operations, as well as acknowledged during periods of significance such as NAIDOC week.
- Educators are encouraged to share knowledge of their own cultures with other staff, parents and children and to incorporate this into the educational program.
- Educators will encourage feedback and input from parents in relation to the program, policies or other issues in the Service, which are affected by the family's culture.
- Cultural awareness should be integrated throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences in our society.

Equal Employment Opportunity

- Kids Biz is an equal opportunity employer and will consider applicants on their merits.
- Inclusive language should be used in job ads.
- Refer to *Staffing* policy for further details.

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Parent/Guardian Responsibilities

- Communicate their child's specific needs to the educators at the service
- Respect educators and other people within the service – discriminatory behaviour will not be tolerated and may result in exclusion from the service

Document Version Control

Version Date	Changes
15/11/2022	Policy created. <i>Diversity, Equity and Inclusion</i> policy replaces <i>Gender Equity</i> and <i>Cultural Relevance/Anti-Bias</i> policies
23/05/2023	Review of policy

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