



# ANTI RACISM POLICY

This policy reflects our collective commitment to eliminate all forms of racial discrimination in our Pre-School.

Gosford Pre-School rejects all forms of racism. We are committed to the elimination of racial discrimination in our Pre-School – including direct and indirect racism, racial vilification and harassment – in all aspects of our learning and working environment. No child, employee, parent, caregiver or community member should experience racism within the learning or working environment of our Pre-School.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved Learning Framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.2.1	Intentional Teaching	Educators facilitate and extend each child's learning and development
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboration, challenge and learn from each other and recognise each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.



#### QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

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.

#### QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
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#### EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

155	Interactions with children
156	Relationships in groups
157	Access for parents/carers
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

#### RELATED POLICIES

Anti Bias and Inclusion Policy Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct (Families) Policy Code of Conduct (Staff) Policy Dealing with Complaints (Families) Policy	Interaction with Children, Family and Staff Policy Orientation Policy Privacy and Confidentiality Policy
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#### PURPOSE

Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all preschool staff. All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

#### SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, children enrolled in the Service, volunteers and visitors of the Service.



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## IMPLEMENTATION

Policies and Procedures are developed to ensure cultural safety and well-being of all employees, children, families and stakeholders within our Pre-School community. Our goals reflect our philosophy and curriculum decision making in action *“we support the learning and well-being of children and families embracing individual and cultural diversity in a nurturing environment”*.

At Gosford Pre-School we:

- Actively challenge bias and racism
- Acknowledge, promote and respect individual and cultural diversity within our preschool and wider community.

We will:

- engage in partnerships with all stakeholders to embrace and embed this anti-racism policy in all aspects of service provision.
- use this policy to actively inform induction for educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.
- engage pedagogical conversations that embrace the principles of, anti-bias, anti-racism and social justice which shape the way teachers/educators teach, think and reflect.
- Provide learning experiences and curriculum decision making that challenges bias and actively embraces diversity.

### The Approved Provider:

- Designates that it is the individual educator’s professional responsibility to deal with any issues of racism that may occur.
- Ensures any escalations with issues of racism are dealt with by the Director.
- Will support the Director as required to respond to complaints regarding racism.

### The Nominated Supervisor will:

- Ensure that the Pre-School’s Dealing with Complaints (Families) Policy provides a standard approach to resolving complaints about racism.
- Provide timely and professional response to complaints regarding racism.
- Actively implement and monitor this policy.
- Develop and embed anti-racism strategies in all aspects of curriculum making and service provision
- Provide opportunities for pedagogical conversations that embrace the principles of anti-bias, anti-racism and social justice.
- Examine practices and procedures to ensure they are consistent with the policy.
- Ensure the availability of anti-racism training and PD for all staff
- Examine and reflect on our educational practices and procedures to ensure they are consistent with this policy.

### Educators will:

- Monitor their own behaviour to ensure that it does not result in anyone experiencing racism.
- Support children to develop an understanding of racism and discrimination and the impact on individuals and the broader community.
- Implement and document anti-racism education strategies in our preschool curriculum.
- Encourage and support children to interact peacefully and collaboratively, express empathy for others.
- Actively challenge bias and promote empowerment.



- Provide learning experiences and resources to provoke thinking and actively challenge bias

**Families will:**

- Avoid using behaviour/language that contradicts the Pre-School's Anti Racism and Anti Bias policies and encourage their children to do the same.
- Feel confident to use the Pre-School's Dealing with Complaint (Families) Policy to raise incidents about racism.

**MONITOR/EVALUATION/REVIEW**

The *Anti Racism Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

**SOURCE**

Anti-Discrimination Board of NSW: <http://www.antidiscrimination.justice.nsw.gov.au/>

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<http://www.resourcingparents.nsw.gov.au/ContentFiles/Files/diversity-in-practice-tipsheet-5.pdf>