



Document Summary

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Revised By Author	Natalie Higgins	Approved By	Natalie Higgins & Sharon Carrafa	Policy Reference	HRM_Policy_Equity and Diversity _20 January 2010.doc
Family Input Consultation: 3/6/2010 Parent Policy Review Committee Published to website 4/6/2010	Rachael West (10/7/2009) & Elise Dav (3/6/2010) Amanda Russell, P.Burns, Tamara Cracknell, Julie Kortholt, Kirsten Allen, J. Del maestro, Melanie Moxon, A.Volvrucht, Julie Paget, Amanda, Sarah Tofield,	Team Member Input	Bree Hall Emma Hedley Rachael Day		
Revision History	Rev. 1 –09/2005 (Natalie Higgins) Rev.2 – 09/2006 (Natalie Higgins) Include clothing Rev.3. – 09/2007 (Natalie Higgins) Includes sleep Rev.4 – 09/2008 (Natalie Higgins) combines HRM with Children Equity and Diversity Issues Rev. 5 – 09/2009 (Natalie Higgins) Reformat & legislative review Rev.6 – 01/2010 (Natalie Higgins) Reformat to portal electronic system				

Purpose & Rationale

To ensure that our business is a leading enterprise in all of its activities and to eliminate any practices and behaviours that are discriminatory or which could lead to discrimination. To provide each individual with the same opportunity as his/her peers.

Policy Statement

Smartie Pants ELC is committed to equal opportunity and provides opportunities for individuals irrespective of race (ethnicity, national origin, nationality or descent), physical features, sex, pregnancy, marital status, age, sexual orientation, gender history, family responsibility, family status, political belief, religious belief, disability or medical condition (not affecting work performance) or personal association.



Strategies, Practices and Procedures

Employment Policies & Procedures

It is the policy of our business to develop an employment climate and culture in which every person has the opportunity to develop their abilities and thus ensure that our business is a leading enterprise in all of its activities.

Implementation of this policy necessitates that we:

- Employ the best person available for the job;
- Appraise, develop, and promote all employees on the basis of performance and potential;
- Take into account employee aspirations;
- Maintain a workplace free from all forms of harassment;
- Not discriminate on any of the grounds covered under the law; and
- Recognise both business demands and employees' personal and family needs.

We are all accountable for upholding the letter and spirit of this policy and eliminating any practices and behaviour that are discriminatory or which could lead to discrimination.

Harassment/Discrimination

We strive to provide a working environment free from harassment. Harassment is defined by law as any form of behaviour that:

- the other person does not want and does not return;
- Offends, humiliates or intimidates them; and
- Targets them because of their race, age, sex or other protected characteristic (see below).



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Verbal or physical conduct which harasses disrupts or interferes with another person's work performance or creates an intimidating, offensive or hostile environment will not be tolerated.

Harassment/Discrimination on any of the grounds covered under the law, including; age, gender identity, carer status, breastfeeding, sexual orientation, disability/impairment, industrial activity, lawful sexual activity, marital status, parental status, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, or personal association (which means association or assumed association with someone who actually possesses or is assumed to possess one of these personal characteristics), is serious and against the law.

Sexual Harassment

Sexual harassment is any unwelcome or uninvited sexual behaviour that is offensive, embarrassing, intimidating or humiliating. It has nothing to do with mutual attraction and friendship. It can take many different forms. It can be obvious or indirect, verbal, non – verbal, or physical.

In this business we have decided to ban the following types of behaviour. Behaving in any of the following ways will lead to disciplinary action and possible termination. (This list is not exhaustive)

- Obscene or racist, sexist, anti-homosexual and other stereotyped telephone calls, letters, faxes, e-mail messages or other work sponsored publications;
- Touching any person in an unwanted manner;
- Initiation rites that are sexual, or could offend, humiliate or intimidate someone;
- Referring to a person who is transgender by their previous name or gender or calling him or her 'it';
- Stalking another employee, customer, or client in the workplace; and
- Indecent or sexual assault.

We comply with all applicable Federal and State laws regarding equal opportunity and anti discrimination.



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If it is investigated and determined that harassment has occurred we will take action to ensure that the harassment stops and we will discipline the person or people involved. We will discipline anyone who victimizes someone else because they made a harassment complaint or supported someone in their harassment complaint. However if we find that someone deliberately falsely accused another person of harassment, then we may discipline that individual.

If you believe you are the victim of harassment, report the complaint immediately to Natalie Higgins, or in her absence, Sharon Carrafa. We will deal with any harassment complaint seriously, sympathetically, quickly, impartially and confidentially.



Equity for all children

At Smartie Pants ELC we strive to promote a community (inclusive of families, children, and staff) that fosters genuine respect for each other. Differences of any kind, no matter what they may be, are encouraged to be valued and supported. We have a range of strategies to do this, including:

- Ensuring that all children have equal access to care at our service regardless of gender, age, socio-economic status, race, language, beliefs, additional needs and family structure or lifestyle;
- Smartie Pants EL&D does not tolerate behaviours, language or practices that label, stereotype or demean others.
- Encouraging children to interact with and be respectful of each other and their differences;
- Supporting the inclusion of all children regardless of culture, religion or disability. This inclusion means all children are part of and participate in their environment. It means not just being there, it means being with, learning with, playing with, communicating with and socialising with their peers;
- Providing each family and child with an extensive and documented enrolment/orientation process that works together with families to replicate family practices and routines into our service;
- Being respectful of family cultural or religious dress requirements for their children;
- Being respectful of family cultural or religious sleep and/or rest requirements for their children;
- Providing a variety of nutritional and enjoyable foods that are respectful of religious, medical and health requirements;
- Developing service support and assistance plans for children with additional and/or special needs, working together as a team as well as drawing on external government agencies to ensure that each child in our care is best equipped and supported to get the most out of our care and learning programs;
- Working to the best of our ability with families and their external medical practitioners to observe their child development and/or implement care plans.

- Ensuring all families have access to information about the service including information like our parent handbook and our newsletters by, when required, drawing upon external government agencies to assist facilitate the appropriate translation (eg. For the blind, for new immigrants etc.);
- Working with families of bilingual children to support home languages by learning and sharing together common words used at home. Similarly, working with families of the deaf and blind to support and enhance communication but using tools and/or basic sign language.
- Ensuring our programs support diversity of different cultures and breakdown stereotypes which are often negative and lead to exclusion.
- Ensuring our programs are designed to look for opportunities to teach children to value the diversity that exists in our community and to respect that we are all the same on the inside which is what counts most.
- Including in our programs experience of a wide range of cultural and religious festivals, whilst also taking care to be respectful of family choice to participate.
- Providing our team members with access to a wide range of books, other print materials, toys, images etc. which promote both equity and diversity in our community.
- Team members should ensure that they do not show gender bias and that they have the same expectations of both boys and girls. Where possible, programmers should look for opportunities to break down stereotypes such as male child care workers, secretaries and hairdressers and female truck drivers, miners and police people. In the same way, team members should take care to break down stereotypes associated with persons with a disability.
- Smartie Pant ELC commits to providing regular and ongoing training to ensure staff have access to a wide range of training programs which support equity and diversity.

Links to Forms, Factsheets and Other Documentation which Support this Policy

http://www.ncac.gov.au/child_care_professionals/qias_quality_areas.asp#1

Centre for Community Health. (2007). Working with Culturally and Linguistically

Diverse (CALD) families. Childcare and Children's Health. 10, (1).



- Dau, E. (Ed.). (2001). The anti-bias approach in early childhood (2nd ed.). NSW:

Longman.

- Department of Families, Community Services and Indigenous Affairs (FaCSIA). (2006). Child care inclusion and professional support program. Retrieved April 13, 2007, from

<http://www.facs.gov.au/internet/facsinternet.nsf/childcare/services-ips.htm>

- Early Childhood Australia (ECA). (2005). The Code of Ethics. Retrieved April 4, 2007, from

http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html

- National Childcare Accreditation Council Inc. (2005). Diversity in programming. Family Day Care Quality Assurance Factsheet #4. NSW: Author.

- New South Wales Department of Community Services. (2007). Out of home care service model: Relative/kinship care. Retrieved May 20, 2007, from

http://www.community.nsw.gov.au/documents/OOHC_Relative_KinCareService_Model.pdf

- Tansey, S. (2006). Equity for children and families. Outside School Hours Care Quality Assurance Factsheet #8. NSW: National Childcare Accreditation Council Inc.

- UNICEF (n.d.). Fact sheet: A summary of the rights under the Convention on the Rights of the Child. Retrieved April 4, 2007, from http://www.unicef.org/crc/files/Rights_overview.pdf

Measuring Tools

At least 50% of all programs contain activities which promote and support equity and/or diversity.

The service provides access to at least 5 training sessions per annum which support diversity and equity.

Links to other Policies

Behaviour guidance Policy

Child protection Policy

Clothing and comfort Policy

Recruitment and Selection Policy



Promoting Health & Wellbeing Policy

Occupational health and safety Policy

Rest and sleep Policy

QIAS Links

Principle 1.3: Staff initiate and maintain respectful communication with each child

Principle 1.4: Staff respect each child's background and abilities

Principle 1.5: Staff treat all children equitably

Principle 1.6: Staff communicate effectively to promote respect and professional teamwork

Principle 2.2: Staff encourage family participation and involvement in the centre

Principle 3.3: The program assists each child to be a successful learner

Principle 5.1: Staff act to protect each child

Principle 7.3: Staffing policies and practices facilitate continuity of care for each child

Principle 7.4: Management provides professional development opportunities for staff

Sources

Legislative Acts:



- Equal Opportunity Act 1995 (Vic)
- Age Discrimination Act 2004 (Cwlth)
- Disability Discrimination Act 1992 (Cwlth)
- Human Rights and Equal Opportunity Commission Act 1986 (Cwlth)
- Privacy Act 1988 (Cwlth)
- Racial Discrimination Act 1975 (Cwlth)
- Sex Discrimination Act 1984 (Cwlth)

UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*. Retrieved April 4, 2007, from http://www.unicef.org/crc/files/Rights_overview.pdf

Early Childhood Australia (ECA) Code of Ethics (2005).