



ANTI-RACISM POLICY

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1. POLICY STATEMENT

This policy reflects our collective commitment to eliminate all forms of racial discrimination in our Centre. It applies to all employees, families, children and volunteers and has implications for our early learning community.

Styles Street rejects all forms of racism. We are committed to the elimination of racial discrimination in our Centre – 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 Centre.

Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the Styles Street community. All staff and community members can assist in countering racism by demonstrating respect for the cultural, linguistic and religious backgrounds of others, and behaving in ways that promote acceptance and harmony in the school environment.

2. POLICY GOALS

Policy and Procedures are developed to ensure cultural safety and well-being of all employees, children, families and stakeholders within our community. Our goals reflect our philosophy and curriculum decision making in action whereby we celebrate diversity in all its forms and challenge biases, striving to create a community where everyone can be themselves and we can make a positive difference in the world.

At Styles Street we:

- Actively challenge bias and racism
- Acknowledge, promote and respect individual and cultural diversity within our preschool and wider community.
- Engage in partnerships with all stakeholders to embrace and embed this anti-racism policy in all aspects of service provision.
- Engage in 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.

This policy actively informs induction for employees, committee members, students and volunteers.

3. STRATEGIES FOR IMPLEMENTATION

Nominated Supervisor will:

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- Ensure that the Complaints Handling Policy provides a standard approach to resolving complaints about racism.
- Provide advice on the Complaints Handling Policy and process to parents, staff and members of our community.
- Provide impartial support to all members of our community, including children, who wish to make a complaint of racism, in cases where the complaint involves staff or another community member.
- Ensure a Complaints and Allegations Record is completed for any reports of direct racism incidents that occur at the Centre by children or any other members of our community.
- Provide timely and professional responses to complaints regarding racism.
- Contact the families of all children involved when an allegation of racism is made by a child.
- Provide resources to support important conversations about racism at home to all families involved.
- 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 anti-racism training and professional development is made available to support the development of all staff providing the skills to actively challenge bias and racism.
- Examine and reflect on our educational practices and procedures to ensure they are consistent with this policy.

Early Childhood 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.
- Notify the Nominated Supervisor of any direct racism incidents that children disclose to them or that they witness as soon as possible and document all details on the Complaints and Allegations Record.
- Provide learning experiences and resources to provoke thinking and actively challenge bias.

Families will

- Feel confident to use the Complaints Handling Policy to raise complaints about racism.

4. MONITORING, EVALUATION AND REVIEW

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and

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care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

5. LEGISLATION AND CONSIDERATIONS

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- National Quality Standard for Early Childhood Education and Care 2011
- The NSW Anti-Discrimination Act (1977) along with the Commonwealth Racial Discrimination Act (1975) make racial discrimination and vilification illegal in New South Wales. These Acts provided the legislative context and foundation for the Tathra Preschool Anti-Racism Policy.
- The Multicultural NSW Act (2000)
- National Quality Standard for Early Childhood Education and Care and School Age Care – Element 1.1.1; 1.2.1; 1.2.2; 1.2.3; 2.1.1; 4.2.1; 4.2.2; 5.1.1; 5.1.2; 6.2.2.
- Early Years Learning Framework (2009): Outcome 1, 2, 3
- OCHRE: Two years on. Learning together, working together, walking together (2015)
- United Nations Convention on the Rights of the Child

6. SOURCES AND RELATED POLICIES

- Community Early Learning Australia (CELA).
- Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- Early Years Learning Framework (DEEWR, 2009)
- Tathra Preschool – www.tathrapreschool.com.au

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