



Anti-bias and Inclusion Policy

Ridgehaven Primary School and Preschool

Ratified: March 2023

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Ridgehaven Primary School and Preschool's values are Respect, Persistence and Success and the School and Preschool motto is "A community learning together." Both of these are used to inform the way staff, students and families conduct themselves and hold themselves accountable. The value of respect is instrumental in developing this anti-bias and inclusion policy.

Purpose:

We aim to provide an inclusive environment for all children, families and staff, acknowledging the uniqueness of every person regardless of their race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children, families, community members and staff are welcomed and treated equitably and with respect. This policy aims to assist students to form positive social relationships, develop their identity and self-awareness and to learn to accept the diversity of members within and outside of the school and preschool community.

Creating Inclusion:

Department preschools, children's centres, schools, programs and services have responsibility for maximising the learning outcomes and wellbeing of all children and students, and for providing access to a high-quality education that is free from discrimination. Children and students should feel that they are included in an environment of high expectation where they are both able and enabled to learn.

Inclusion supports student's rights, fosters diversity and overcomes bias and barriers that may exist preventing students to participate in learning experiences within our School and Preschool. Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention on the Rights of Persons with Disabilities and UN Declaration on the Rights of Indigenous Peoples.

Inclusion involves taking into account all students' social, cultural and linguistic diversity including learning styles, abilities, disabilities, gender, family circumstances and geographic location in curriculum decision-making processes.

Roles and responsibilities:

Everyone should be treated with respect

School leaders and staff:

Will:

- ensure all students are provided with access to the curriculum, learning activities and environments and meaningful participation to foster a sense of belonging and opportunities to experience positive learning outcomes
- promote equity, respect and awareness of different cultures, abilities, strengths and developmental needs
- deliver an inclusive curriculum that reflects the needs, strengths, cultural, religious and linguistic diversity of our society.
- access information and appropriate Professional Development about gender, sexuality, cultural and racial identities, disabilities and learning needs especially those relevant to our school community
- engage in critical reflection about stereotypes and biases
- develop strong relationships with our school community to extend their individual and community cultural competence
- affirm and foster students' knowledge and connection to identity
- foster students' curiosity, enjoyment and empathetic awareness of differences and similarities
- provide students with tools to respond appropriately to bias - build on children's strengths, interests and individuality
- teach students to overcome any inappropriate responses triggered by differences
- enable students to feel connection, but not superiority, in their identity
- collect information from each family on enrolment and incorporate it into the program to meet individual family needs in regard to varying abilities, developmental progress, ethnicity and home language
- develop communication plans with families to ensure inclusion
- provide resources that include diversity, ability, disability and skin tone to foster respect and understanding for people of all backgrounds
- develop an understanding of the needs, strengths, and attitudes of each culture represented at the school and preschool
- challenge inappropriate or stereotypical conversations or remarks by students.
- promote the inclusion of student voice in all decisions that affect them

Caregivers and members of our school and preschool community:

Will:

- share with the school and preschool upon enrolment any information about their child's culture, language, developmental progress, abilities and linguistic needs relevant to their learning and wellbeing
- treat all school and preschool staff and members of the school community, including all students, with respect at all times
- support their child to feel connection, but not superiority, in their identity
- foster their child's curiosity, enjoyment and empathy about similarities and differences
- support their child to overcome any inappropriate responses to differences and challenge inappropriate or stereotypical remarks made by their child
- support the school and preschool in implementing the inclusion policy
- work with the school and preschool to develop inclusion plans where appropriate

Students:

Will:

- treat all members of staff and the school and preschool community with respect
- engage in the curriculum, learning activities and the school and preschool environment
- develop an age appropriate understanding that there are differences and similarities between themselves and others and show enjoyment, empathy and curiosity about these
- respond to support to rethink their stereotypical or inappropriate responses to others and participate in restorative conversations and actions where appropriate
- show connection to, but not superiority in their identity