



Melbourne University Sport Diversity and Inclusion Policy

Melbourne University Sport is committed to ensuring that:

- All children have equal access to equipment, resources and play spaces within the service.
- The service will ensure that we provide a wide section of equipment.
- The service will incorporate awareness of diversity in its programs.
- Our service environment will reflect the value of diversity.
- The service includes children with high support needs, including children with physical disabilities, language, learning difficulties or health concerns.
- Staff Respect and value each child as unique.
- The programs will be free of any bias and prejudice.
- Staff will guide children's behaviour in a positive way.
- Staff will create an environment that is inclusive of all children regardless of their background, religion, social status, race and abilities.

The staff team has the responsibility to ensure that:

- They actively promote inclusion in their interactions with children, adults and other staff members.
- They encourage fairness in children's play and recreation.
- The service displays posters and other materials which portray diversity and inclusion.
- Children are encouraged to participate in all experiences provided in the program.
- They acknowledge and value diversity.
- Encourage children to recognize discrimination and prejudice, and demonstrate ways to challenge it.
- They will role model appropriate ways to challenge bias, prejudice and discrimination.
- They role model inclusive and respectful behaviour.
- They help children to recognise prejudice and bias and understand the impact that prejudice and bias has on the person/child being prejudiced against.
- They will interact with children, staff and parents without any bias or prejudice.

References:

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety.

- Quality Area 5 – Relationships with children.

- Quality Area 6 – Collaborative partnerships with families and communities.

Education and Care Services National Regulations (2012), Section 168