



Bias Free and Equity Policy

Created April 2015

Reviewed: October 7, 2016, October 5, 2018, March 18, 2020

Approved by Board of Directors April 29, 2015

Policy

Orde Day Care certifies its commitment to eliminate attitudes and behaviour directed at an individual or group based on race, ancestry, place of origin, colour, ethnic background, citizenship, religious belief, or non-belief, creed, disability, gender, sexual orientation, age, physical challenges, education, and marital, economic or family status.

Orde Day Care will provide an opportunity for staff, board members, children and families to learn about racism and discriminatory behaviour and the strategies to combat and resolve bias conduct. Staff will take a proactive approach to racial and discriminatory incidents by teaching and modeling positive interactions, and conflict resolution skills, such as Peacemaking and Logical Consequences Procedures. The goal of our Centre is to create policies, practices and programs that are non-discriminatory, culturally sensitive and promote service equity. Orde Day Care understands that all communication should be sensitive, inclusive and nondiscriminatory. Orde Day Care understands the immense impact discriminatory and racist incidents have on an individual or group and will provide immediate support to reduce the negative effect which can result.

Whether a resolved or unresolved incident of racism or discrimination has taken place, the individuals, have the right to make a Human Rights complaint, according to the Human Rights Code.

Bias Free and Equity Preamble

As a centre for Early Childhood Education it is of utmost importance to identify, address, educate and prevent racial and ethno cultural bias, harassment and discriminatory behaviour. Orde Day Care strives to provide an environment where children, families, and staff can develop positive self-esteem, confidence, and a positive self-image. We believe that if a person can identify with their own culture and take pride in their heritage, they will become more accepting and respectful of others. It is our intention that the following policy, practice and procedure will aid all in playing and working in a bias free environment.

Racial and Discriminatory Incidents Defined

In order to combat racism and discriminatory behaviour all individuals must be clear as to what these types of behaviours include. These behaviours may be overt and obvious or subtle and insidious, and can include the following verbal, physical, exclusion or avoidance, written and/or inaction/passive behaviours.

➤ **Verbal Behaviours:**

include name calling, insults, slurs, degrading or unwelcome remarks, racial jokes, innuendoes and, or taunting

➤ **Physical Behaviours include:**

threatening or rude gestures, physical intimidation or assault, insulting actions or practical jokes and vandalism



➤ **Exclusion or Avoidance Behaviours include:**

refusing to talk, play work or associate with someone because of race, ancestry, place of origin, colour, ethnic background, citizenship, religious beliefs, creed, gender, sexual orientation, age, marital, economic and family status, education and physical challenges

➤ **Written materials include:**

creating, displaying, or distributing racist, derogatory or offensive materials. These can include jokes, pictures, cartoons, or written material that imply the inferiority or superiority of a group of people.

➤ **Inaction or Passive Behaviours include:**

not taking an incident seriously, and/or not acting to resolve an incident. Dismissing the incident as unintentional or too trivial is an example of passivity.

Responding to Biased/Racial and Discriminatory Incidents

When responding to an incident the actions of the staff, children, parents, board members and others may vary according to the age and development of children and circumstances related to the incident. Each incident will be different. This procedure outlines the general steps that can be involved in reaching a resolution. These steps may be followed completely or terminated at any point depending on the incident and the individuals involved. The intent of this procedure is to bring about a positive resolution, while ensuring the discriminatory behaviour is eliminated.

When incidences occur between children, staff must respond immediately. Attention must be given to reestablish the targeted child's self-esteem and change the offending child's behaviour (see Responding to Incidences between Children).

Staff will take a proactive approach to racial and discriminatory incidents by teaching and modeling positive interactions and conflict resolution skills such as Logical Consequences and Peacemaking Procedures.

All racial incidents will be reported immediately to the Director or Supervisor. The Director/Supervisor has the primary responsibility for ensuring the incident is investigated. If the allegations involve the Director, the Chair of the Board of the Directors will assume responsibility. Depending on the severity of the incident, Children's Aid or the police may also be involved in the investigation. Care and sensitivity are essential to the resolution process.

Specific Procedure

Incidents between Children

At the outset, staff will investigate the circumstances of the incident and try to resolve the matter by talking to the children. The staff will explain why the behaviour was hurtful and suggest some positive ways of handling a similar situation in the future.

1. Both of the children will be spoken to, individually. The child who was the target in the incident will be immediately and publicly supported to acknowledge the hurt they have suffered. This will help reestablish the child's self-esteem. The offending children will be assisted in seeking acceptable ways to express themselves.
2. If other children witnessed the incident, the staff would use the occurrence as a learning



experience for the whole group. The staff will discuss what happened, why it was not acceptable and problem solve other ways to resolve similar situations.

3. The incident will then be documented on the Bias Reporting Form. Documentation should include the first names and last initial of the individuals involved and as much detailed information as to what occurred and how it was resolved.
4. The incident should be discussed with each child's parent(s). The discussion will be used as an opportunity to review the Bias Free and Equity Policy and the daycare's expectations.
5. If there is a reoccurrence involving the same instigator, the Director/ Supervisor will meet with the parents to review the Bias Free and Equity Policy. The intent of this meeting would be to look at possible reasons for the continued inappropriate behaviour and to attempt to correct the child's conduct with the support and assistance of the family and group of children.
6. If there is a reoccurrence with a particular age group or room, the Director/ Supervisor will meet with the staff and review the Bias Free and Equity Policy. Discussion of possible reasons and effective ways to deal with these behaviours will be reviewed.
7. If there are continuous behaviours and occurrences or if an occurrence is school-related, then the Director/Supervisor will meet with the school teacher(s) and principal and coordinate efforts going forward.

Incidents between Children and Adults

1. All incidences between children and adults shall be reported to the Director/Supervisor immediately.
2. The incident will be investigated. Any adults alleged to be involved and all witnesses will be interviewed.
3. If the investigation implicates a staff member, the Director/ Supervisor will assess the severity of the incident. Incidents of a serious nature will warrant discipline up to including dismissal. The unacceptable behaviour may also be subject to legal action under the Ontario Human Rights Code.
4. Everyone involved in the incident, whether target or witness will be supported throughout the investigation process.

Incidents between Adults

1. All incidences involving adults shall be reported to the Director/ Supervisor, immediately. The Director/ Supervisor will reassure the targeted person that the matter will be investigated and follow up action will take place. The Director/ Supervisor will follow the investigative procedure and try to resolve the matter with the parties involved and inform them of the programs Bias Free and Equity Policy. The Director/ Supervisor will adhere to the Problem-Solving Procedure as well as the Workplace Harassment and Workplace Violence Policy, Student Handbook and Family Handbook. All incidents will be documented using the Bias Reporting Form.
2. If the incident is not resolved through the initial investigation or if the incident is a reoccurrence, then a second meeting will be arranged with all parties involved. If after this meeting the issue is still contentious, the Board of Directors of Orde Day Care Centre will become involved.
5. If the allegations implicate a staff member's conduct, as prohibited by the Bias Free and Equity Policy, the Director/Site Supervisor and the investigation implicates a staff member, the Director/ Supervisor will assess the severity of the incident. Incidents of a serious nature will warrant discipline up to including dismissal. The unacceptable behaviour may also be subject to legal action under the Ontario Human Rights Code.
3. All unionized staff is entitled to request the presence of the Union Steward at any point in the investigation. If two staff are involved, the Director will investigate and attempt to resolve the issue by meeting with both parties. Both staff will be reoriented to the Bias Free and Equity Policy



and the Workplace Harassment and Workplace Violence Policy. Upon completion of the investigation, if one or both staff is implicated, the staff member/s may be subject to disciplinary action in accordance with the progressive disciplinary procedure up to an including dismissal.

4. Employers must also report to the College when the employment of a registered early childhood educator (RECE) is terminated, suspended or restrictions have been placed on their duties for reasons of professional misconduct or if the RECE resigns under these circumstances

Responding to the Parties Involved

The response of the staff member to incidences of biases is important in helping eradicate bias behaviour from our Centre. Listed below are some suggested ways for supporting all the parties involved. It is not meant to be a complete list but a guide to help those overcome the trauma experienced when a biased or discriminatory incident occurs.

Responding to the Target Child

The staff member's primary role is to provide immediate emotional support, comfort and reassurance to the child's self-esteem and self-image, and standing next to the child, dependent on the child's age or comfort may do this. Comforting the child in the presence of the group can elicit empathy from the child's peers.

- Ask for and listen to the child's version of what happened.
- Explain that the biased/discriminatory behaviour was not their fault. Stress that it was hurtful, and not allowed in the daycare. Reassure the child that the other child will be spoken to.
- If the child used acceptable ways to deal with this incident, compliment the child for not i.e. hitting back, name-calling.
- Let the child know that you will try to make sure that another incident does not occur again.
- Reassure the child's self-image and self-esteem e.g. you do not deserve to be treated like that. Remind the child of its own positive achievements.
- Inform the parents about the incident and how it was resolved.
- Follow up with the child over the next few days to discuss any lingering feelings of doubt. Monitor the child for signs of withdrawal.

Responding to the Offending Child

When responding to the offender, the focus should be on correcting the behaviour and giving the child the tools to deal with their emotions in an acceptable manner. Help the child to understand why their actions were hurtful.

- Remove the child from the group. Being corrected in front of the group is embarrassing and demeaning. Ask the child what happened.
- Tell them that their behaviour was not allowed and explain why. Some examples of this could be, because it hurt someone, everyone needs to be treated with respect; there are better ways to express your anger.
- Try to teach the child different reactions when they are angry, frustrated, e.g. talk to a staff member, walk away, and conflict resolution techniques.
- Inform the parents of the incident and how it was resolved.
- Review the Positive Interactions Policy for further examples or strategies
- The child needs to learn more acceptable methods to deal with their anger. The child will not learn



these techniques if the response to the incident is trivialized with such statements; don't do that, it's not nice. The child also learns that there are no consequences for this behaviour; he/she does not recognize the hurt done to the other child.

Responding to the Witness

- It is crucial that all incidents are discussed with the witnesses. The witness plays an important part in the learning and understanding of biased behaviours. The witnesses may be emotionally involved and can be hurt or upset by the occurrence. They can verify the facts of what happened; especially if there are conflicting reports.
- Talk to the witness as a group. Allow witnesses to discuss what they saw or heard and express their feelings and opinions. Do not pressure any one to discuss the incident or take one side over the other.
- Witnesses may describe variations of the incident. Different versions reflect different perspectives of the event.
- Explain to the group how the behaviour affected the individual; it hurts, it's unfair, and it's untrue; and why it is not allowed; it makes someone feel left out, divides the group, and disrupts the class. Discuss with the group the importance of respecting and including everyone in the group.
- Reintroduce Room Rules (if applicable) and your expectations of the group.
- Encourage empathetic feelings for the target person from the group.

Questions regarding the incident may arise. Deal with these questions honestly and openly keeping in mind confidentiality and the feelings of those involved.

Responding to the Environment

Once a bias incident has been documented, reevaluate the program and curriculum, materials and props to ensure the program is reflective of a bias free environment. Explain or problem-solve with the group, regarding appropriate behaviour.

Dependent on the child/children's age engage in the following strategies:

Review conflict resolution techniques such as Peace Making, and Logical Consequences. Review or introduce expectations. Discuss unacceptable behaviours, such as name-calling, teasing, and exclusionary behaviours. Discuss and agree upon consequences for these behaviours.

Conclusion

It is the hope and belief of Orde Day Care that the Bias Free and Equity Policy will assist in abolishing discriminatory and biased behaviours from our Centre. We feel confident that the policy in place will effectively deal with any incidences in a sensitive manner and promote positive resolutions within a caring environment.

Staff Name:	Supervisor Name:
Staff Signature:	Supervisor Signature:
Date:	Date:



Bias Free Reporting Form

Date Completing Form:	Date of Incident:
Persons involved in Incident: (first name and last initial)	Name of Person completing form:
Detailed Description of Incident (who, what, when, where and how):	
<p>Next Steps: Have you</p> <ul style="list-style-type: none"> <input type="radio"/> responded and reassured the victim <input type="radio"/> spoken to the offender <input type="radio"/> spoken to any witnesses <input type="radio"/> informed the supervisor/director <input type="radio"/> informed the parents (if applicable) of the victim and offender <input type="radio"/> Reviewed the program, materials and communication to ensure that the promotional of inclusion and equity is visible throughout the program <input type="radio"/> Filed this form in the child's file (victim and offender) or staff 	
Staff Signature:	