Supporting Anti-Bias Development In Children
Policy/Procedure

Staff will support anti-bias development through designing a physical environment and a schedule of activities that builds trust; fosters independence; encourages self-control and respect for the feelings and rights of others; and supports each child's home language, culture, and family composition.

**Policy/Procedure:**

1. Have realistic and appropriate expectations based on knowledge of early childhood development and each child's strengths and needs.
2. Set clear consistent limits. Develop rules with children’s input where age appropriate. Post with visual cues. *(see Child Guidance/Behavior Policy/Procedure)*
3. Provide on-going opportunities, through planned and spontaneous learning experiences, for children to:
   • Develop bonding and attachment
   • build trust.
   • feel good about themselves and their cultural identities.
   • appreciate and interact comfortably with others who are different from themselves.
   • recognize unfair and hurtful attitudes and behaviors.
   • develop skills to deal with prejudice, and bias directed against themselves and others.
4. Provide many opportunities for children to initiate activities, and make choices.
5. Provide opportunities to address self-control and respect feelings and rights of others (understanding self and others, impulse control and anger management).
6. Provide opportunities to foster independence (understanding choices).
7. Create space and time for small groups of children to interact, e.g. build blocks together, enjoy dramatic play.
9. Design curriculum activities that will build on the following concepts: (Stacy York’s – Roots ‘n Wings)
   • Everyone is worthy
   • Everyone is lovable and capable
   • Everyone is equal
   • Everyone deserves respect
   • Everyone is important
   • Everyone has feelings
   • People are similar
   • People are different
   • Some physical attributes stay the same
   • Some physical attributes change
   • It is important to try new experiences
   • We can learn about the daily life of people we know
   • Culture comes from parents and families
   • There are different kinds of families
   • Families live in different ways
   • People work together and help one another
   • Some things are real and some are pretend
   • Some things are fair and some things are unfair
   • People have different points of view
10. Staff will focus efforts on individualizing services so that every child and family feels respected and valued and is able to grow in accepting and appreciating differences. (Revisiting and updating multicultural principles for Head Start programs serving children Birth to 5)

This policy complies with Head Start Performance Standard 45 CFR Section 1304.21
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