

**VAUGHAN GYMNASTICS**  
**POLICY FOR INCLUSION, DIVERSITY AND EQUITY AWARENESS**

**POLICY STATEMENT**

All community members have equal access to programs and facilities. Vaughan Gymnastics' commitment to equal access is reflected in our staff, volunteers and Board members, whose mission is to lead by example and treat every individual with dignity and respect. Inclusive practices are evident through the organization's policies, practices, and environment. Leaders have received inclusion, diversity, access and equity training. Programs and activities for all participants are planned with these concepts at the forefront of decision-making.

**PURPOSE**

This policy supports the organization's commitment to each child, and formalizes the use of supportive strategies to ensure that all children feel welcome, included and valued while involved in all programs.

**PROCEDURE**

**A) GUIDING PRINCIPLES**

Vaughan Gymnastics pledges to:

- Assess all aspects of the program delivery system to determine the extent to which all processes, program content and design, physical locations, equipment, participant costs, leadership behaviours, language and terminology, promotional materials and organizational policies support or detract from the ability of participants to be and feel included.

- Include experiential processes in leader training techniques to increase awareness of the various nuances that can cause individuals to feel unwelcome (these include physical barriers to access, extra costs within programs that some may not be able to afford, lack of sensitivity to various cultural norms, language, religion, sexual orientation, socio-economic levels, literacy, and differences in physical or cognitive abilities).

- Train leaders on strategies related to creating both emotionally and physically "welcome" program settings and activities.

- At a minimum, ensure that leaders are trained to be considerate of the ways in which planned activities must comply with local, provincial and federal regulations and legislation governing the accommodation of individuals with special needs.

- Plan for the integration of individual support personnel for participants when needed within program activities.

-Ensure all policies and practices are fair, inclusive and are age appropriate and respectful of the uniqueness and diversity of each child.

## B) EVIDENCE

-Children are happy and feel welcome and included.

-Parents / legal guardians / caregivers comment on the quality of their child's experience in positive ways.

-Leaders are considerate of the importance of all children being included, and are skilled in adaptive strategies to ensure access for all, in all aspects of the program delivery. Leaders support positively all childrens' identity and self-growth.

-Exclusionary activities are not part of the program delivery process.

-There are no discriminatory practices in the gymnastics coaches environment or practices, and Vaughan Gymnastics demonstrates policies and practices congruent with current human rights legislation.

-Leaders are trained to model inclusive behaviours, and to be aware of diverse needs and related strategies involved in modifying activities to ensure accessibility and inclusion.

## C) COMMUNICATION

-All leaders, supervisors and managers will be made aware of this policy and it will be reinforced through staff training programs and related materials.

-Parents / legal guardians / caregivers will be made aware of this policy in parent handbooks, on parent bulletin boards and on the Vaughan Gymnastics website.

## D) POLICY SUPPORT

-“Access for all” means the elimination of barriers that prevent each child from having access to the same level of quality experience.

-Managers will monitor all programs to ensure inclusion and access are considered throughout.

-Inclusion and access for all is the norm in all programs

-Leaders are resourceful and considerate of participants' needs

## **DEFINITIONS**

The following terms have these meanings in this document:

1. "Cisgender" - A term to describe a person whose gender identity corresponds with their birth-assigned sex (e.g., someone whose gender identity is male and was assigned male at birth)
2. "Gender" - The socially constructed roles, behaviours, activities and attributes that a society assigns to masculinity or femininity.
3. "Gender Expression" - The way an individual communicates their gender identity to others. This is done through behaviour, body language, voice, emphasis or de-emphasis of bodily characteristics, choice of clothing, hairstyle, and wearing make-up and / or accessories. The traits and behaviours associated with masculinity and femininity are culturally specific and change over time.
4. "Gender Identity" - A person's innermost sense of their own gender. This can include man, woman, both, neither or something else entirely. Gender also refers to a variety of social and behavioural characteristics (e.g., appearance, mannerisms). There are lots of words people may use to talk about their gender identity and expression

## **GUIDELINES**

-At both the recreational and competitive levels, an individual may participate in their expressed and identified gender category

-Individuals are not required to disclose their trans identity or history to Vaughan Gymnastics or any of their staff, coaches or Board members.