



YMCA WA DIVERSITY AND INCLUSION PROCEDURE

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YMCA WA is officially accredited as a Child Safe Organisation

DOCUMENT CONTROL

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1.0 PURPOSE

To provide educators and families with a clear procedure and to encourage a positive attitude toward diversity, respect and the varying backgrounds and abilities of all families and children, creating an environment free from bias and prejudice, in which children will learn the principles of fairness and respect for each other’s uniqueness.

2.0 SCOPE

This Policy applies to service staff, educators and families.

3.0 ROLES AND RESPONSIBILITIES

Role Title	Responsibilities

4.0 RELATED LEGISLATION AND STANDARDS

Legislation/Standard
Education and Care Services National Law (WA) Act 2012
Education and Care Services National Regulations, 2012
National Quality Standards

5.0 SUPPORTING PROCEDURES, POLICIES AND OTHER DOCUMENTS

Refer to the YConnect page for the current link to related documents listed below.

Document ID	Document Title
	Code of ethics
	Approach to Learning “Who is the Child”
	Early Years Learning Framework (EYLF)
	My Time Our Place (MTOPI)

6.0 STEPS

The service will provide where possible support and assistance to educators and families.

Service staff will provide where available, current information, ongoing assistance, access to and opportunities for training.

1. All children should be treated as individuals with a balance of competencies and interests as well as needs.
2. Educators will actively seek information from children and families about their social backgrounds, cultures and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
3. Materials that are available to children will reflect the lives of the children in care, their families and the broader community.
4. Educators will be sensitive and attentive to all children, respect their backgrounds and abilities, and their individual needs encouraging the use of language, communication styles and traditions that are familiar to the child at the service.
5. Children with additional needs will be provided with support, enabling the service to be better equipped to care for the child. This may require the assistance of social, ethnic or special needs services which the service will access in collaboration with the child's family.
6. Educators will treat all children as equals and encourage them to treat each other with respect and fairness.
7. Educators will be encouraged to role model appropriate ways to challenge discrimination and prejudice and actively promote inclusive behaviours in children.
8. Role modelling and discussion about bias or prejudice in children's play or relationships with each other will be encouraged, to help children understand and find strategies to counteract such behaviours.
9. All children and families will be treated equitably with respect, understanding, kindness, fairness and courtesy.
10. Equal opportunity will be promoted.
11. Educators will view all children as active participants and decision makers and work with each child's unique qualities and abilities.
12. Educators will work in partnership with families to provide diverse experiences, perspectives, expectations, knowledge and skills to enhance every child's learning.

7.0 FEEDBACK

Feedback on this procedure must be directed to the Document Owner outlined in the cover of this procedure.

The Document Owner is responsible for maintaining the currency of this document.

8.0 DEFINITION OF TERMS

Term	Definition