



## TCDA Code of Conduct

For

## Employees, Volunteers & Contractors

Version 3

Effective Date: January 15, 2025

**TCDA Pty Ltd**

ACN 617 607 253

ABN 93 656 571 166

**TCDA Director:** Paul Singh

**Responsible Officer:** Paul Singh

**Signed:**

**Date:** January 15, 2025

**Revision:** 2

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## KEY DEFINITIONS

<b>Term</b>	<b>Definition</b>
<b>TCDA</b>	Tamworth City Dance Academy
<b>Staff</b>	All paid employees, including teachers, administrative staff, and management
<b>Volunteers</b>	Unpaid individuals who assist with TCDA operations and events
<b>Junior Teachers</b>	Teachers in training who have completed initial requirements but are still developing their skills
<b>Teaching Assistants</b>	Students or volunteers who assist teachers with class activities but are not primary instructors

<b>Term</b>	<b>Definition</b>
<b>Code</b>	This Code of Conduct document
<b>Child</b>	Any person under the age of 16 years
<b>Young Person</b>	Any person who is 16 years or above but under the age of 18 years
<b>Conflict of Interest</b>	A situation where personal interests potentially compromise professional responsibilities

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## 1. INTRODUCTION

This Code sets the standards for the way in which we work at TCDA. It establishes expected behaviors in keeping with our core values and aims to help all TCDA representatives make informed decisions.

TCDA representatives should apply and use this Code as a guide when making their own decisions. Breaches of this code may be addressed through TCDA's Complaint Handling Policy or Internal Grievance Procedure.

### **QUICK REFERENCE TIP:**

If you're unsure whether a behavior aligns with our Code of Conduct, ask yourself:

1. Does this reflect TCDA's core values?
  2. Would I be comfortable if this action was made public?
  3. Does this protect the wellbeing of students, staff, and the organization? If the answer to any of these is "no," seek guidance before proceeding.
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## 2. TCDA'S CORE VALUES

### 2.1 INTEGRITY

**"Honest and reliable in all dealings with others and conducts activities professionally and ethically"**

**This looks like:**

- Dealing with others fairly and consistently
- Following through on commitments
- Being truthful

- Being open to constructive feedback
- Abiding by all of TCDA's Policies and Procedures

## 2.2 COURAGE

**"Makes brave decisions and is brave enough to venture out of their comfort zone"**

**This looks like:**

- Raising issues constructively and directly in appropriate forums
- Being willing to explore new ideas and ways of doing things
- Having a "can do" approach
- Being a "Yes and" person
- Speaking for oneself instead of relying on others
- Supporting their team

## 2.3 ACCOUNTABILITY

**"Takes personal responsibility for decisions and actions to achieve agreed outcomes"**

**This looks like:**

- Acting and working in a transparent manner
- Ensuring the best use of resources
- Communicating effectively and in a timely manner
- Recognizing the achievements of others
- Taking responsibility for personal decisions and actions

## 2.4 RESPECT

**"Values the individuality and input of others and contributes to healthy working relationships"**

**This looks like:**

- Recognizing and encouraging ideas and contributions of others
- Showing respect when speaking to or about others
- Respecting and relating well to persons from diverse backgrounds
- Being courteous and approachable
- Listening to feedback from others
- Aiming to be a good role model
- Being well groomed and presented

## 2.5 EXCELLENCE

**"Applies best practice and aims to achieve the highest possible standards and best result in everything they do"**

### **This looks like:**

- Being results driven
  - Seeking out opportunities for personal growth and development
  - Taking responsibility for safety and being prepared to point out safety concerns
  - Continually striving for improvement
  - Supporting others and celebrating their achievements
  - Aiming to be a good role model
- 

## **3. ORGANIZATIONAL CULTURE**

TCDA was founded in 2009 with clear objectives and strong ideals. We continue to set the bar for dance and performance education that many others aspire to meet.

### **3.1 OUR MOTTO**

**"Dance is the Vehicle, Life is the Lesson"**

### **3.2 OUR MISSION**

**"To empower young performers in our region to discover their full potential through exceptional dance education and support, providing transformative experiences that extend beyond technique to life skills, character development, and artistic expression."**

### **3.3 OUR VISION**

**"To be the recognized leader in dance, acro, and aerial education in the North West, where artistic excellence, personal growth, and community connection flourish together."**

### **3.4 OUR PURPOSE**

**"At TCDA, we nurture the whole person through dance. We exist to create an environment where technical skill development serves as the foundation for building confidence, resilience, creativity, and lifelong learning. We believe dance education provides tools that serve our students throughout their lives, whether they pursue professional careers in the arts or apply their performance skills in other endeavors."**

TCDA's policy of only engaging teachers from within our ranks leads to a galvanized and homogeneous culture, grown rather than imported, and therefore a clearly defined and reinforced set of values and style.

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## 4. HEALTH AND SAFETY

Our Studio must abide by the Work Health and Safety Act 2011 and ensure a safe environment for our students, staff and visitors. The Workplace Safety Manager at TCDA is Paul Singh.

### 4.1 RESPONSIBILITIES

All TCDA staff and volunteers must be familiar with the TCDA Safe Workplace Policy. A copy of the policy is available in the TCDA Studio Office.

We understand that dance is a strenuous activity and that injuries may occur but it is our aim to limit the possibility of these occurrences through planning and policy. Your role in achieving this aim is to:

- Work in a healthy and safe manner, and encourage others to do the same
- Ensure you do not endanger any other person through any act or omission at work
- Follow the OH&S policies and procedures of each particular establishment
- Cooperate, consult on and promote OH&S and welfare matters in the studio, classroom or performance space
- Report and work to rectify (where possible) any hazards within the studio, classroom or performance space
- Report any injuries or incidents to the senior teacher/business owner/venue operator as soon as possible after the incident
- Ensure that correct use is made of all equipment including First Aid supplies
- Ensure that you are not, by the consumption of alcohol or any other drug, in a state that may endanger your own safety or the safety of any other person in the dance environment
- Cooperate with any investigating authorities

### 4.2 HEALTH AND SAFETY KNOWLEDGE

TCDA Staff and Volunteers must be familiar with:

<b>Safety Feature</b>	<b>Location and Information</b>
Entry & Exit Points	The front door is the designated entry point, allowing us to monitor who is on site. In the case of an emergency either the front or rear doors may be used.
Location Of PPE	Personal protective equipment such as gloves and masks can be found at reception and in the kitchen and office. Hand Sanitizer is located in each studio and at reception.

Safety Feature	Location and Information
Location Of First Aid Equipment	First aid supplies can be found in the first aid cabinets located inside the Office and outside studio D (tap/bare studio). A list of first aid trained staff can also be found here.
Evacuation Procedures	Evacuation procedures are posted at both doors to the studio. The Emergency Assembly Point is located at the TCDA Pylon Sign on Peel Street.
Fire Fighting Equipment	Hose reels are located in the front room and by the side roller door. Fire extinguishers are located in the front studio, kitchen, side roller door and rear door. An automatic sprinkler is installed at the front window.
Emergency Lighting	In the case of power outage, emergency lights will engage throughout the building.
Emergency Contacts	Emergency telephone numbers are posted at both studio doors.
In Case Of Lockdown	Emergency lockdown muster point is the main hall (studio C). Teachers will secure doors and call emergency services.
In Case Of Evacuation	Collect students and keep together referring to class rolls. Evacuate via the route listed on the posted Fire and Evacuation Plan and lead students out of the studio and escort to the assembly at the front of the site.

**SAFETY FIRST:**

Stay calm, listen to the senior staff and follow their instructions. For detailed emergency procedures, refer to TCDA's Emergency and Evacuation Policy.

## 5. SECURITY

In order to ensure safety at TCDA, access is limited to only:

- Enrolled students
- Parents or carers of enrolled students
- TCDA staff and volunteers
- Contractors or external staff performing approved activities
- Visitors to TCDA attending casual workshops or official events
- Invited guests

Access to TCDA is via keyed entry doors and a code to disable alarms. Keys and alarm codes will be provided based upon needs and at the discretion of TCDA management. Alarm codes are personalized and you should only ever use your own code to arm or disarm the system. Keys are engraved with a number and you are required to sign for your key in the TCDA key registry. You are not to make any further copies of your key.

Access to TCDA outside of normal hours will trigger a call from Advanced Inland Security so please let TCDA management know if you intend to access the studio outside normal operating hours so that we may inform security.

TCDA uses closed circuit TV video monitoring that is always recording.

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## 6. FAIRNESS, EQUITY, DIVERSITY AND INCLUSION

TCDA recognizes and embraces the diversity that each person brings and we aim to create a safe environment of trust, mutual respect and appreciation. Our staff and volunteers are expected to be familiar with TCDA's Diversity and Inclusion Policy that is available in our studio office.

TCDA's staff and volunteers are expected to value and consider diversity in their engagements with clients and each other and speak up if they see or hear things that are not in keeping with TCDA's Diversity and Inclusion Policy.

### **Inclusive practices include:**

- Using respectful and inclusive language
- Providing equal opportunities for all students regardless of background
- Making reasonable accommodations for different needs
- Creating an environment where differences are celebrated
- Encouraging participation from all community members

For more detailed guidance, refer to TCDA's full Diversity and Inclusion Policy.

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## 7. HARASSMENT AND BULLYING

Harassment occurs when someone engages in conduct that would make a reasonable person feel offended, humiliated or intimidated because of their age, race, religion, gender or gender expression, sexual orientation or some other attribute specified under anti-discrimination legislation. TCDA staff and volunteers are expected to have read and be familiar with our Workplace Harassment Policy that is available in the TCDA studio office.

### **Examples of unacceptable behaviour include:**

- Unwelcome physical contact
- Offensive jokes or comments about personal characteristics



- Displaying offensive material
- Excluding or isolating individuals
- Intimidating behaviour
- Unwelcome sexual advances

Any instances of harassment or bullying should be reported immediately through the procedures outlined in Section 20 of this Code.

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## 8. DRUGS AND ALCOHOL

TCDA staff and volunteers must be fully fit for work when attending, therefore staff and volunteers affected by drugs or alcohol should not be at work. The possession of illegal drugs at any TCDA location or event is strictly prohibited in line with the law.

Exposure to other peoples smoke is a hazard and TCDA is a smoke free workplace. It is forbidden to smoke or vape within any of our premises or within five metres of any entry point to our premises and vehicles.

**Medication Use:** If you are taking prescription medication that may affect your ability to perform your duties safely, you must notify your supervisor. Alternative arrangements may be made for the duration of the medication use.

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## 9. GROOMING STANDARDS

Your students will take their lead from you so it is essential that you set a high personal standard in grooming and presentation. There is flexibility in the teachers uniform but we prefer variations on the red and black theme. Your hair is to be pulled back and proper dance shoes are to be worn.

Your students will look up to you and take their lead from you, so your grooming will instruct them on how they should dress themselves. Clothing should be appropriate to the activity to ensure safety and should avoid displaying profanity.

### Appearance Checklist:

- Hair neatly secured away from face
  - Appropriate dance attire (preferably red/black theme for teachers)
  - Proper dance shoes for the style being taught
  - No excessive jewellery that could pose a safety risk
  - Clean and well-maintained clothing
  - No inappropriate images or text on clothing
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## 10. CUSTOMER SERVICE STANDARDS

TCDA aims to provide outstanding customer service in line with our core values. We hope to make our engagements consistent, simple and streamlined while delivered in a polite, professional and empathetic manner.

TCDA staff and volunteers aim to be problem solvers who make every effort to answer customer enquiries at the first opportunity. Customer feedback should be passed on to TCDA management so that we can review performance and create strategies for improvement.

The TCDA Complaint Handling Policy located in the studio office should be applied in instances where customers are dissatisfied and wish to make a complaint.

### **Customer Service Excellence Includes:**

- Greeting all visitors promptly and warmly
- Responding to inquiries within 24 hours
- Providing accurate and helpful information
- Maintaining a positive and solution-oriented attitude
- Following up on commitments made to customers
- Seeking to exceed expectations when possible

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## 11. CHILD PROTECTION

TCDA staff and volunteers must be familiar with and comply with our Child Safety Policy, located in the studio office.

Children have a fundamental right to be safe from any form of abuse while involved in dance. This is a legal as well as a moral obligation. To this end please ensure that you:

- Always work in an open environment
- Avoid spending time alone with children away from others except in essential one on one situations such as private classes
- Encourage open communication with no secrets
- Treat all children equally and with respect and dignity
- Put the welfare of the child first
- Notify the Principal and/or Studio Manager of any concerns that you may have about the safety, wellbeing or welfare of children and young people in your classes
- Are aware that you have a mandatory obligation to report suspected risks of significant harm

You are obligated to report the following to the Principal or Studio Manager:

- If you accidentally hurt a child
- If a child appears to be sexually aroused by your actions
- If a child misunderstands or misinterprets something you have done
- If a child is unusually distressed and you have any suspicions or concerns about potential abuse

Teaching Assistants and Junior Teachers do not require a Working with Children Check as they are under 18 years of age.

Teachers, staff and volunteers over the age of 18 are required to have a Working With Children Check number and have it verified by us.

**CHILD SAFETY ALERT:**

If you witness or suspect child abuse, you must report it immediately. This is both a legal requirement and an ethical obligation.

## 12. PROFESSIONAL BOUNDARIES FOR JUNIOR TEACHERS AND TEACHING ASSISTANTS

### 12.1 UNDERSTANDING PROFESSIONAL BOUNDARIES

All TCDA Junior Teachers and Teaching Assistants are under 18 years of age and are considered children under NSW law and the Child Protection (Working with Children) Act 2012. As such, it is essential to maintain appropriate professional boundaries between these young staff members and the parents/guardians of students they teach.

Professional boundaries serve two key purposes:

- Protecting Junior Teachers and Teaching Assistants from potential grooming, inappropriate relationships, or exploitation
- Maintaining the professional integrity and business interests of TCDA

### 12.2 LEGISLATIVE AND POLICY CONTEXT

This guidance aligns with:

- Children's Guardian Act 2019 (NSW), which establishes the Child Safe Standards and frameworks for protecting children in organizational settings
- The NSW Office of the Children's Guardian guidelines on professional boundaries
- Standard 7 of the NSW Child Safe Standards regarding implementing specific safeguarding policies and procedures
- TCDA employment agreements and confidentiality provisions

## 12.3 COMMUNICATION BOUNDARIES

Junior Teachers and Teaching Assistants must:

- Not provide personal contact information (phone number, email, social media) to parents/guardians of students
- Direct all parent/guardian communications through official TCDA channels
- Immediately report to TCDA management if a parent/guardian attempts to establish direct communication outside of TCDA channels
- Use only TCDA-approved communication methods when discussing student progress, class requirements, or other dance-related matters

## 12.4 SOCIAL BOUNDARIES

Junior Teachers and Teaching Assistants must:

- Decline invitations to social events from parents/guardians (e.g., birthday parties, family gatherings)
- Not accept gifts of significant value from parents/guardians
- Maintain a professional relationship that exists exclusively within TCDA premises and events
- Report to TCDA management if they feel uncomfortable with any parent/guardian interactions
- Understand that refusing such invitations is not impolite but a professional requirement

## 12.5 TEACHING OUTSIDE OF TCDA

Junior Teachers and Teaching Assistants must:

- Not provide private lessons or dance instruction outside of TCDA to any current TCDA students
- Refuse any requests from parents/guardians to teach their children privately
- Report any such requests immediately to TCDA management
- Understand this requirement is both for their protection and in accordance with their employment agreement

## 12.6 REPORTING CONCERNS

If a parent/guardian:

- Makes inappropriate comments or requests
- Attempts to establish a personal relationship
- Solicits teaching services outside of TCDA
- Makes the Junior Teacher or Teaching Assistant feel uncomfortable in any way

The Junior Teacher or Teaching Assistant must:

1. Politely decline any inappropriate requests
2. Document the interaction
3. Report the incident to their supervising teacher or TCDA management immediately
4. Follow any additional guidance provided by TCDA management

## 12.7 MANAGEMENT RESPONSIBILITY

TCDA management will:

- Provide clear guidance and training on professional boundaries
- Support Junior Teachers and Teaching Assistants when boundary issues arise
- Intervene directly with parents/guardians who violate these boundaries
- Review and adjust practices to better protect Junior Teachers and Teaching Assistants

### **IMPORTANT REMINDER:**

These boundaries exist to protect you as a young person and staff member. You are never expected to navigate uncomfortable situations alone. Always bring concerns to TCDA management.

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## 13. DIGITAL CONDUCT AND INFORMATION TECHNOLOGY

### 12.1 ACCEPTABLE USE OF TECHNOLOGY

TCDA supplies internet access on a private staff network attached to our computer and electronic devices as well as a public wifi network. TCDA staff and volunteers must seek approval from the manager before installing any software on TCDA electronic devices.

Some information contained on TCDA electronic devices is of a sensitive nature and subject to TCDA's Privacy Policy and should not be shared or used in any manner that contravenes this Policy.

Staff and volunteers should not access any site on TCDA devices that is not age appropriate or may be in violation of any other TCDA Policy including but not limited to our Child Safety Policy, Diversity and Inclusion Policy or Workplace Harassment Policy.

### 12.2 SOCIAL MEDIA CONDUCT

When using social media in connection with TCDA:

- Identify when you are speaking on behalf of TCDA versus personally
- Do not share photos or videos of students without appropriate consent
- Maintain appropriate professional boundaries with students and parents
- Ensure content reflects TCDA's values and professional standards
- Do not post confidential information about TCDA, students, or colleagues

- Report any concerning online behaviour involving TCDA community members
- Do not engage with negative comments or reviews in public forums

## 12.3 DIGITAL COMMUNICATION WITH STUDENTS

- Communications should be professional, transparent, and dance-related
- Group communications are preferred over individual messages
- Include parents/guardians in communications with students under 18
- Maintain appropriate professional tone and boundaries
- Do not communicate with students using personal social media accounts
- All digital communications may be subject to review

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## 13. CONFLICT OF INTEREST

As a TCDA staff member or volunteer you have been entrusted to work with us and on our behalf in delivering and realizing our mission in line with our core values as stated in this document. Certain activities that you engage in outside of TCDA may constitute a conflict of interest, the most obvious being engaged to teach at another dance studio in our region.

Conflicts of interest can be resolved through transparency and discussion with TCDA management where agreements can be made to ensure that your personal pursuits do not adversely impact this organization's professional objectives.

### **Examples of potential conflicts include:**

- Teaching at competing dance studios
- Business relationships with TCDA students/families outside of TCDA
- Personal relationships that could affect professional judgment
- Financial interests in companies that do business with TCDA

### **Disclosure Process:**

1. Identify potential conflict
2. Disclose to TCDA management in writing
3. Discuss and develop management plan
4. Document agreement
5. Review periodically

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## 14. USE OF TCDA RESOURCES

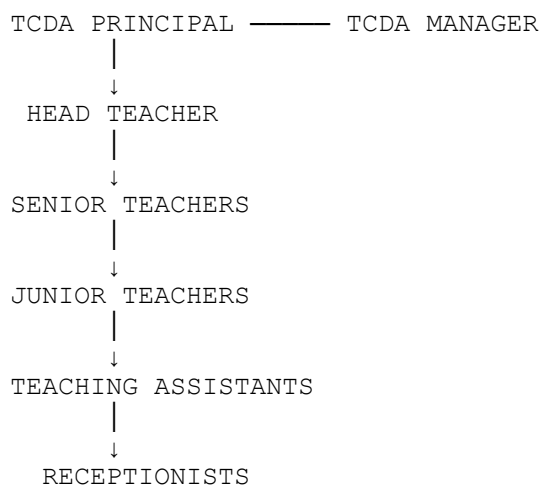
TCDA encourages the personal development of our staff and volunteers and is happy to allow you to use our facilities and resources within reason. Communicate with TCDA management to discuss the resources that you wish to use, prior to use so that we can ensure that your request or activities:

- comply with our policies
- have been addressed by our risk assessments and are safe
- do not need additional resources added to make them safe or compliant
- do not require additional liability coverage
- do not require us to alert security or a third party

Remember that communication is the key.

**Resource Use Request Form:** A form is available in the studio office to formally request use of TCDA resources for personal or professional development purposes.

## 15. ORGANIZATIONAL STRUCTURE AND ROLES



### 15.1 ROLES AND RESPONSIBILITIES

Teachers grading and responsibilities are scalable and are expected to increase with experience, in line with the Fitness award and incremental pay increases. The responsibilities of each grade under the Award are listed below.

#### Level 3

- Be prepared, study and deliver syllabus in preparation for exams
- Choreograph and teach routines for performance
- Communicate with reception and senior staff
- Communicate with parents/Caregivers
- Mentor junior and assistant teachers
- Provide feedback to dancers
- Take ownership of their classes to ensure that all KPI's are met
- Ensure that the dance space is cleaned and ready for use by the next teacher

#### **Level 4A**

- Regrading upon completion of the Certificate 4 in Dance Teaching & Management

#### **Level 5**

- Regrading upon completion of the Diploma in Dance Teaching & Management

#### **Level 7**

- ATOD Membership, Diploma or Degree in Dance & 5 Years Experience in Dance Teaching

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## **16. WORKING WITH OTHERS AT TCDA**

TCDA Teachers are expected to participate in our Mentoring Program by supporting our Teaching Assistants and Junior Teachers and ensuring that they carry out the roles as follows, offering advice as necessary.

### **16.1 THE ROLE OF THE TEACHING ASSISTANT**

- Teach or assist with the warm up exercises
- Correctly demonstrate exercises to the class
- Ensure students safety to and from toilets and kitchen
- Mark the roll
- Hand out receipts to students
- Hand out newsletters or other notes to students
- Ensure that students are returned to parents
- Assist the first aid officer under direction in treating injuries
- Choreograph parts of dances as requested
- Assist the teacher with miscellaneous duties during classes as required

### **16.2 THE ROLE OF THE JUNIOR TEACHER**

The roles of the Junior Teacher is exactly the same as the Teaching Assistant, with the following additional conditions:

- They are encouraged to hold a Senior First Aid Certificate or have organized a date at which to undertake training
- They are required to conduct classes both supervised and unsupervised as they progress with their training
- They will be required to choreograph entire dance pieces
- They will be required to mentor Teaching Assistants
- They will need to communicate information to parents on behalf of TCDA



- They will need to be present at any performance or function that their class is involved with
  - They will need to commit to the completion of their qualification in a timely manner
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## 17. DANCE RELATED INJURIES

In the case of injury you should provide first aid as per your training. If you are untrained, locate the on duty first aid trained staff member as soon as possible.

An accident report form must be filled out as soon as possible in the case of any injury and submitted to the Manager. The person who administered first aid or senior staff member/volunteer must explain the nature of the injury and care given to the injured persons parent.

TCDA staff and volunteers should be familiar with the TCDA Injury Management Procedure that is available in the studio office.

### **Injury Response Flowchart:**

1. Assess the situation and ensure safety
  2. Provide appropriate first aid if trained
  3. Contact first aid officer if untrained
  4. Complete accident report form
  5. Notify parent/guardian
  6. Follow up as needed
  7. Complete any required reporting
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## 18. MENTAL HEALTH AND WELLBEING

TCDA recognizes that mental health is as important as physical health in dance education and our workplace.

### 18.1 SUPPORTING STUDENT WELLBEING

- Create a positive, supportive learning environment
- Recognize signs of stress, anxiety, or unhealthy perfectionism
- Provide appropriate encouragement that focuses on effort rather than just results
- Be mindful of language that might inadvertently create body image issues
- Know when and how to refer students to appropriate support resources

## 18.2 STAFF WELLBEING

- Maintain appropriate work-life balance
- Communicate workload concerns proactively
- Support colleagues during challenging periods
- Participate in team-building and supportive activities
- Utilize available mental health resources when needed

## 18.3 RESOURCES

TCDA maintains a list of mental health resources appropriate for different ages in the studio office. These include crisis support services, counselling options, and educational materials on dancer wellbeing.

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## 19. ENVIRONMENTAL PRACTICES

TCDA is committed to environmentally sustainable practices within our operations.

### 19.1 SUSTAINABILITY PRACTICES

- Minimize printing - use digital communication when possible
- Turn off lights and equipment when not in use
- Use reusable water bottles rather than disposable options
- Properly dispose of and recycle materials
- Consider environmental impact when purchasing supplies
- Encourage carpooling to events when appropriate

### 19.2 ENVIRONMENTAL EDUCATION

TCDA staff are encouraged to model sustainable practices and incorporate environmental awareness into teaching when appropriate, such as encouraging proper disposal of waste and respecting our shared spaces.

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## 20. REPORTING CODE VIOLATIONS

### 20.1 WHEN TO REPORT

You should report violations of this Code when:

- You witness behaviour that contradicts our values and standards
- You become aware of situations that could put students, staff, or the organization at risk
- You have concerns about ethical practices within the organization
- You observe harassment, discrimination, or inappropriate conduct

### 20.2 HOW TO REPORT

Follow this procedure when reporting concerns:

1. **Direct Communication:** If comfortable and appropriate, speak directly with the person involved
2. **Supervisor Report:** Report the concern to your immediate supervisor according to the organizational chart
3. **Alternative Reporting:** If your concern involves your supervisor, report to the next level of management
4. **Formal Documentation:** Complete an incident report form available in the studio office
5. **Follow-Up:** Cooperate with any investigation and maintain confidentiality

### 20.3 NON-RETALIATION

TCDA prohibits retaliation against anyone who reports a concern in good faith. Retaliation will be treated as a serious violation of this Code.

### 20.4 RESOLUTION PROCESS

1. **Initial Assessment:** All reports will be promptly assessed
2. **Investigation:** Where warranted, an appropriate investigation will be conducted
3. **Determination:** Findings will be assessed against the Code and other policies
4. **Response:** Appropriate action will be taken based on the findings
5. **Follow-Up:** The reporter will receive appropriate feedback within confidentiality constraints

For detailed procedures, refer to TCDA's Complaint Handling Policy and Internal Grievance Procedure.

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## 21. THE AUSDANCE CODE OF ETHICS

Tamworth City Dance Academy abides by the AUSDANCE Code of Ethics for Dance Teachers. All of our teachers and volunteers are likewise expected to familiarize themselves and abide by the code where applicable to ensure that we uphold the high level of quality that is a benchmark of TCDA.

Studios will have clearly defined aims and goals. The benefits an individual student can expect to receive through the studio's implementation of these aims and goals will be clearly stated.

Studios will make sure that the school and its staff are capable of providing any services claimed.

Studios will employ teaching staff with the experience, knowledge or qualifications required for the range of levels and techniques being taught. Student teachers will be trained and supervised to ensure the school's teaching standards are maintained.

Studios will provide assessment procedures and will make sure students and parents receive, or have access to, advice when necessary.

Studios will conform to sound business practice and provide an efficient fee system.

Studios and individual teachers will make sure class sizes are suitable for the levels and techniques being taught. Students in each class will be of a similar age or standard.

Studio owners and individual teachers will make sure the studio has:

- minimum safety and space requirements
- suitable flooring, with a safe surface designed and constructed to minimise the risk of injury.

Individual teachers will use effective and flexible teaching skills to create a productive learning environment. Individual teachers will:

- strive to communicate a love of dance
- show professional attitudes, including punctuality, reliability and responsible care of students
- strive to develop self-discipline and self-motivation in the students
- encourage and support the individual in the class situation
- present general concepts of movement as well as those of a particular dance style.

Individual teachers will recognise the role of dance in the development of the whole person. They will also seek to recognise and develop each student's potential, whether it lies in dance or related fields, and offer appropriate guidance for further progress.

Individual teachers will try to recognise physical variations, modifying their teaching and seeking medical advice when necessary. The teaching and choreography must be anatomically safe, and teachers must be prepared to deal with medical emergencies.

Individual teachers will strive to develop in the students an appreciation of the characteristic style of each specific technique taught.

Individual teachers will take responsibility for seeking more knowledge in all aspects of their work.

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## 22. WHO TO CONTACT

We understand that there is a great deal of information in this document but help is always at hand. Knowing where you are on the organizational structure at item 15 of this document will let you know who your supervisor may be and who they in turn report to.

If you would like clarification on any information contained in this document please contact the TCDA Manager on 0438 621 440 or email [paul@tamworthcitydance.com.au](mailto:paul@tamworthcitydance.com.au).

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## 23. CODE REVIEW AND UPDATES

This Code of Conduct is reviewed annually to ensure it remains current, relevant, and aligned with best practices and applicable legislation.

### 23.1 REVIEW PROCESS

- Annual review led by the TCDA Director
- Input solicited from staff, volunteers, and key stakeholders
- Legal review to ensure compliance with changing regulations
- Updates approved by TCDA Director

## 23.2 CHANGE LOG

<b>Version</b>	<b>Date</b>	<b>Key Changes</b>
1.0	March 2020	Initial Code of Conduct
2.0	March 2024	Updated with enhanced Child Protection section
3.0	January 2025	Comprehensive revision with added sections on Digital Conduct, Mental Health, Environmental Practices, and Reporting Procedures

## 23.3 PROVIDING FEEDBACK

Staff and volunteers are encouraged to provide feedback on this Code at any time by emailing suggestions to [paul@tamworthcitydance.com.au](mailto:paul@tamworthcitydance.com.au) or discussing them with their supervisor.

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## 25. ACKNOWLEDGMENT

I acknowledge that I have read and understood the TCDA Code of Conduct. I agree to abide by the standards, expectations, and procedures outlined in this document.

I understand that violations of this Code may result in disciplinary action up to and including termination of employment or volunteer relationship.

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_