

Tamworth City Dance Academy (TCDA)

Inclusion Policy

18 January 2021

Policy Statement

TCDA endeavours to provide an environment where all children are met fairly and inclusively and are adequately supported in order to obtain the best experience from our classes and events.

Strategies and Practices

All enrolled children have a right to participate in their enrolled classes.

Strive to communicate the nature of classes, skill levels, costs, expectations and outcomes clearly to the dancer and their family. This can be achieved via verbal discussions, website information, newsletters, blogs, emails and direct messaging.

Gather information about the dancer and their family via the mandatory TCDA enrolment form.

Place students in classes based on a variety of relevant factors including age, skill level, other enrolled family members, school attended, friends who also attend. Balance and prioritise on an individual basis to ensure that the child is supported whilst not adversely impacting on the overarching outcomes of the class.

Discuss a child's individual needs with their parent / caregiver and reinforce / follow up as required, providing any additional information that may be relevant.

Ensure that enrolment forms are current and digital records are updated if personal information is changed.

TCDA classes are non-selective with the exception of TCDA Show Troupes.

Classes are graded in line with our WHS policy to reduce the chance of injury to students, support the growing body and maintain a strategised progression of skills and strength.

Teachers are advised to include all enrolled dancers in their non-selective classes choreographed items and ensure that they are included. It is understood that not all students will spend exactly the same amount of time onstage, however, teachers will strive to give every students their opportunity to be in the front row. Factors influencing the amount of time a student is on stage include but are not limited to attendances / absences, skill level and risk of injury.



Classes are designed to create a feeling of community amongst the dancers. Students are encouraged to be supportive and work collaboratively. The importance of teamwork is reiterated.

Events are created to create a sense of cohesion within our students body as well as build and strengthen our wider Community.

Parents and caregivers are encouraged to become involved and likewise form social groups within our classes to further support their children, discuss any issues that may arise and be able to offer constructive comments for TCDA's consideration to better improve our products or services.

TCDA provides common areas that facilitate congregation between parents and encourage inclusion and the formation of social groups. COVID distancing regulations and our current COVID "drop and Go" policy have impacted the effectiveness of this strategy.

TCDA provides common areas that facilitate congregation between students and encourage inclusion. COVID distancing regulations have impacted the effectiveness of this strategy.

Free "come and try" lessons encourage young people to engage with their peers and discover possible new avenues for engagement free from financial commitment.

Teachers plan their classes to reflect the individual needs, demographics and focus of their student body whilst balancing overarching class objectives and skills development.

TCDA supports and encourages making dance available to persons with a disability. Our studio spaces will remain wheelchair accessible and accessible parking and bathroom facilities will remain likewise available.

TCDA will support any child with a disability or ongoing high support needs through discussion with the child and their parent / caregiver to develop an inclusion plan.

TCDA will ensure that choreography and staging elements such as lighting do not make participants feel unsafe and are within their skill limits.

TCDA staff are encouraged, facilitated and supported in attending professional development classes aimed at increasing inclusion.

Teachers, Staff and Volunteers are encouraged to reflect both individually and as a team, on the way their own beliefs, attitudes, cultural background and attitudes to people may impact negatively upon their relationships with others, and their ability to promote inclusion and participation of all children in the program.

Teachers, Staff and Volunteers consistently model equitable and fair treatment in their everyday interactions with other adults and children, and intentionally teach children to do the same.

Teachers, Staff and Volunteers view children as competent and capable, and support the development of their autonomy, independence, competency, confidence and pride.

Teachers share their time equitably with children, and listen to children's interests and concerns. They ensure that they know the specific communication needs of every child so that they can communicate respectfully and meaningfully with them.

Teachers facilitate children's relationships with one another and support them to work collaboratively together. They help children negotiate their rights in relation to the rights of others. They intentionally teach children that it is not acceptable to speak or act unfairly to others, and to stand up for those who are being treated unfairly.

TCDA celebrates cultural traditions from around the world, especially those cultures represented by the children, staff and educators at the centre. Parents and community members are encouraged to share particular aspects of their cultures and traditions (e.g. songs, dances, recipes, creative arts) and to bring into the Service, items from their culture.

TCDA pays respect to the Traditional Custodians and First People of NSW, and acknowledge their continued connection to their country and culture. An Acknowledgement of Country will be made at the beginning of TCDA concerts and we will endeavour to have this acknowledgement made by an indigenous member of our student body where possible.

English as a Second Language (ESL) support is given to children whose first language is not English. Children are also encouraged to talk to other children using their first language.

The Service follows the principles of Equal Employment Opportunity when recruiting staff.

Policy Updates

This Policy may change from time to time and is available on our website.

Inclusion Policy Complaints and Enquiries

If you have any queries or complaints about our Privacy Policy please contact us at:

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Review

This policy will be reviewed annually.
Next review date : 30 January 2022

Prepared by Paul Singh
TCDA Manager

