




TCDA Pty Ltd
ACN 617 607 253
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Diversity and Inclusion Policy

Version 2
22 October 2023

TCDA Director	Paul Singh
Responsible Officer	Paul Singh
Signed	
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Revision	0

INTRODUCTION AND STATEMENT OF COMMITMENT

Tamworth City Dance Academy (TCDA) is committed to providing all students with access to high-quality schooling that is free from discrimination based on gender, sexual orientation and identity, race or whether they be a person with a disability. We support the rights of all children and young people and are devoted to ensuring the safety and wellbeing of students. We are committed to enabling all students to have the freedom to be themselves in a safe and supportive environment.

At TCDA we will:

- provide high-quality education for all students;
- respond constructively to the needs of educationally disadvantaged/marginalised students;
- view difference as a resource to support learning;
- ensure that all school community members feel safe and free from discrimination, bias and harassment; and
- promote locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration.

GENDER DIVERSITY RATIONALE

Children are entitled to respect and to flourish regardless of gender. It is unlawful to discriminate against a person on the basis of sex, gender or gender identity. At TCDA we aim to ensure all students are provided with equal opportunities to reach their potential, irrespective of sex, gender, gender variance or expectations about gender.

In order to meet these aims we will:

- Work to ensure all students receive equal respect and equal opportunities to succeed.
- Ensure that learning and teaching programs are inclusive and enhance the capacity of gender diverse children to participate in all aspects of schooling.
- Provide Professional development for staff on topics including gender equity and gender identity.
- Encourage students to express and celebrate their individuality, whether or not it conforms to gender stereotypes.
- Use inclusive and non-sexist language within the school, and avoid gender based segregation. Any segregation on the basis of gender will respect the child's gender identity.
- Provide unisex bathrooms at our Studio.
- Support students in their choice of personal pronouns in school records and everyday usage.
- Support the right of each child to dress in accordance with their gender identity. The student dress code provides all students with safe and comfortable uniforms with unisex options.
- Act on any identified incidents of discrimination, harassment or bullying, including gender-based bullying.

STRATEGIES AND PRACTICES TO PROMOTE INCLUSION

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.

Teachers, staff and volunteers will:

- Strive to communicate the nature of classes, skill levels, costs, expectations and outcomes clearly to the dancer and their family.
- Discuss a child's individual needs with their parent / caregiver and reinforce / follow up as required, providing any additional information that may be relevant.
- Communicate that TCDA classes are non-selective with the exception of TCDA Show Troupes.
- Ensure that all enrolled students be included in group dances. It is understood that not all students will spend exactly the same amount of time onstage, however, and 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.

- View children as competent and capable, and support the development of their autonomy, independence, competency, confidence and pride.
- 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.
- Grade classes 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.
- Plan their classes to reflect the individual needs, demographics and focus of their student body whilst balancing overarching class objectives and skills development.
- 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.

OTHER WAYS IN WHICH TCDA PROMOTES INCLUSION

TCDA's classes are designed to create a feeling of community amongst the dancers and students are encouraged to be supportive and work collaboratively. The importance of teamwork is constantly emphasised.

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. Students are welcome to use these facilities outside of their regular class times.

Kitchen facilities allow children to bring dinner and many chose to work on homework collectively after school and between classes.

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

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.

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.

DIVERSITY & INCLUSION POLICY COMPLAINTS AND ENQUIRIES

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

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