



# Diversity and Inclusion Policy

**Version 3**  
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**TCDA Pty Ltd**  
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**TCDA Director Paul Singh**  
**Responsible Officer Paul Singh**  
**Signed**

**Date 17 March 2025**  
**Revision 0**

## INTRODUCTION AND STATEMENT OF COMMITMENT

Tamworth City Dance Academy (TCDA) is committed to providing all students with access to high-quality dance education that is free from discrimination based on gender, gender identity, sexual orientation, race, disability, age, or cultural background. 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.

# LEGISLATIVE FRAMEWORK

TCDA acknowledges and adheres to all relevant anti-discrimination legislation including:

- Sex Discrimination Act 1984 (Cth)[<sup>1</sup>]
- Racial Discrimination Act 1975 (Cth)[<sup>2</sup>]
- Disability Discrimination Act 1992 (Cth)[<sup>3</sup>]
- Age Discrimination Act 2004 (Cth)[<sup>4</sup>]
- Anti-Discrimination Act 1977 (NSW)[<sup>5</sup>]
- Australian Human Rights Commission Act 1986 (Cth)[<sup>6</sup>]

Our policies and practices also align with the NSW Child Safety Standards[<sup>7</sup>], particularly Standard 1 (culturally safe environments for Aboriginal children), Standard 3 (empowering children about their rights), and Standard 5 (respecting diverse needs in policy and practice).

## GENDER AND SEXUALITY DIVERSITY RATIONALE

Children are entitled to respect and to flourish regardless of gender or sexuality. It is unlawful to discriminate against a person on the basis of sex, gender, gender identity, or sexual orientation as prohibited under Section 5B of the Sex Discrimination Act 1984 (Cth)[<sup>8</sup>]. At TCDA we aim to ensure all students are provided with equal opportunities to reach their potential, irrespective of gender, gender identity, gender expression, or sexuality.

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 and sexuality diverse children to participate in all aspects of dance education.
- Provide professional development for staff on topics including gender equity, gender identity, and LGBTQIA+ inclusion.
- Encourage students to express and celebrate their individuality, whether it conforms to gender stereotypes.
- Use inclusive and non-sexist language within the school and avoid gender-based segregation. Any segregation based on gender will respect the child's gender identity.
- Provide gender-neutral bathrooms throughout our premises to ensure all students feel comfortable and respected.
- 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.

# CULTURAL DIVERSITY AND FIRST NATIONS RECOGNITION

TCDA recognizes and respects the cultural diversity of our community and particularly acknowledges the Traditional Custodians and First People of NSW and their continued connection to country and culture, in alignment with the principles established in the Racial Discrimination Act 1975 (Cth)<sup>[9]</sup>.

We are committed to:

- Celebrating cultural traditions from around the world, especially those represented by our students, staff, and community.
- Encouraging parents and community members to share aspects of their cultures and traditions.
- Paying respect to the Traditional Custodians of the land through Acknowledgment of Country at all TCDA concerts and events, ideally delivered by an indigenous member of our student body when possible.
- Creating culturally safe environments for Aboriginal and Torres Strait Islander children in accordance with NSW Child Safety Standards Standard 1<sup>[10]</sup>.
- Supporting English as a Second Language (ESL) students and encouraging multilingualism.
- Following Equal Employment Opportunity principles in our recruitment and employment practices as required under Section 3 of the Racial Discrimination Act 1975 (Cth)<sup>[11]</sup>.

# DISABILITY ACCESS AND INCLUSION

TCDA supports and encourages making dance accessible to persons with disabilities of all kinds, in accordance with the Disability Discrimination Act 1992 (Cth)<sup>[12]</sup>. Our commitment includes:

- Maintaining fully accessible facilities that comply with all accessibility requirements as mandated by the Building Code of Australia and the Premises Standards 2010<sup>[13]</sup>. As of 2022, our building has been reclassified as a Class 9 building and meets all accessibility compliance standards.
- Working consultatively with students and families to develop individualized inclusion plans for students with disabilities or ongoing high support needs, upholding the "reasonable accommodation" principles in Section 5 of the Disability Discrimination Act 1992 (Cth)<sup>[14]</sup>.
- Ensuring choreography and staging elements are designed with accessibility in mind.
- Providing staff training on inclusive teaching practices and disability awareness.
- Modifying teaching approaches to accommodate different learning and physical needs.
- Ensuring our program is accessible to people with varying abilities by taking a consultative approach with each individual.

# STRATEGIES AND PRACTICES TO PROMOTE INCLUSION

TCDA endeavors to provide an environment where all children are treated fairly and inclusively and are adequately supported to obtain the best experience from our classes and events.

## Pre-Enrollment Consultation

New students and their families are invited to work in consultation with TCDA prior to enrollment to:

- Determine if the student has any special needs
- Discuss any necessary modifications to ensure inclusion
- Develop individual plans for participation
- Arrange additional provisions to aid communication or ensure safety

## Communication and Support

Prior to enrollment, students are invited to speak with the Principal to arrange any additional provisions that may:

- Facilitate learning
- Ensure safety during activities
- Address any communication needs

## 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 are 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 strategized 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.

## **STAFF TRAINING AND DEVELOPMENT**

TCDA's senior staff are committed to ongoing training to ensure we provide a safe and inclusive environment. Our approach includes:

- Regular professional development in diversity and inclusion best practices
- Encouraging teachers to attend conferences and training related to inclusive teaching methods
- Participation in online forums and communities
- Subscription to newsletters and trade journals to maintain currency in the field
- Regular review and updating of teaching methods to incorporate new understanding of inclusive practices
- Sharing knowledge and skills among staff to promote a culture of inclusion throughout the organization

## **FINANCIAL CONSIDERATIONS**

While TCDA is unable to accommodate scholarships at this time, we recognize that financial constraints can be a barrier to participation. We are committed to:

- Working with families experiencing financial hardship to develop flexible payment options
- Offering payment plans when needed
- Discussing individual circumstances to find solutions that allow participation
- Maintaining confidentiality regarding financial arrangements

## **INTEGRATION WITH OTHER POLICIES**

This Diversity and Inclusion Policy works in conjunction with other TCDA policies to create a comprehensive framework for an inclusive, safe, and respectful environment. Related policies include:

- TCDA Child Safe Child Friendly Policy
- TCDA Complaint Handling Policy
- TCDA Workplace Discrimination and Harassment Policy
- TCDA Code of Conduct
- TCDA Privacy Policy
- TCDA Safe Workplace Policy
- TCDA Internal Grievance Procedure

In cases of complaints related to inclusion or discrimination, TCDA's Complaint Handling Policy will be implemented to ensure fair and appropriate resolution.

## **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 emphasized.

Events are created to develop a sense of cohesion within our student body as well as build and strengthen our wider Community, supporting the social participation rights of children aligned with Article 31 of the UN Convention on the Rights of the Child<sup>[15]</sup>.

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 choose 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, supporting equal opportunity principles established in anti-discrimination legislation<sup>[16]</sup>.

## **INDIVIDUAL RECOGNITION**

TCDA recognizes that there is no one-size-fits-all solution to inclusion and that the individual nature of each person must always be acknowledged. As dancing is a physical activity, teachers rely on their expertise in grading and physiology to ensure that all activities are safe and appropriate for all involved.

## **DIVERSITY & INCLUSION POLICY COMPLAINTS AND ENQUIRIES**

If you have any queries or complaints about our Diversity and Inclusion Policy please contact us at:

Tamworth City Dance Academy  
184 Peel Street, North Tamworth, NSW 2340  
paul@tamworthcitydance.com.au  
0438 621 440

[^1]: Sex Discrimination Act 1984 (Cth), which prohibits discrimination on the basis of sex, gender identity, sexual orientation, intersex status, marital or relationship status, pregnancy, breastfeeding, and family responsibilities.

[^2]: Racial Discrimination Act 1975 (Cth), which prohibits discrimination on the basis of race, color, descent, national or ethnic origin, and immigration status.

[^3]: Disability Discrimination Act 1992 (Cth), which prohibits discrimination against people with disabilities in areas such as employment, education, access to premises, and provision of goods and services.

[^4]: Age Discrimination Act 2004 (Cth), which prohibits discrimination on the basis of age in various areas of public life.

[^5]: Anti-Discrimination Act 1977 (NSW), which prohibits discrimination, harassment, and vilification on various grounds in New South Wales.

[^6]: Australian Human Rights Commission Act 1986 (Cth), which established the Australian Human Rights Commission with responsibilities for investigating alleged infringements under Australia's anti-discrimination legislation.

[^7]: NSW Child Safety Standards, established as part of the Child Safe Scheme under the Children's Guardian Act 2019 (NSW), requiring organizations that provide services to children to implement and maintain systems that ensure children's safety.

[^8]: Section 5B of the Sex Discrimination Act 1984 (Cth) defines and prohibits discrimination on the grounds of gender identity.

[^9]: The Racial Discrimination Act 1975 (Cth) emphasizes the importance of recognizing and respecting cultural diversity and implementing measures to promote equality.

[^10]: Standard 1 of the NSW Child Safety Standards requires organizations to create culturally safe environments where the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

[^11]: Section 3 of the Racial Discrimination Act 1975 (Cth) outlines the principles of equality before the law and requires equal treatment in employment and other areas regardless of race, color, or national or ethnic origin.

[^12]: The Disability Discrimination Act 1992 (Cth) makes it unlawful to discriminate against a person because of their disability in areas including employment, education, access to premises, and provision of goods and services.

[^13]: Disability (Access to Premises – Buildings) Standards 2010, made under the Disability Discrimination Act 1992 (Cth), which specifies requirements for accessibility in buildings.

[^14]: Section 5 of the Disability Discrimination Act 1992 (Cth) defines the concept of "reasonable accommodation" as adjustments that do not impose unjustifiable hardship.

[^15]: Article 31 of the UN Convention on the Rights of the Child, ratified by Australia in 1990, recognizes the right of children to participate freely in cultural life and the arts.

[^16]: Equal opportunity principles are established in multiple Australian anti-discrimination laws, including the Sex Discrimination Act 1984 (Cth), Racial Discrimination Act 1975 (Cth), Disability Discrimination Act 1992 (Cth), and Age Discrimination Act 2004 (Cth).