



## Student Participation & Support Policy

When referenced in this document, Australia School of Performing Arts (ASPA) includes the Australian Girls Choir, ASPA Education, Raw Energy Dance Education, the International School of Performing Arts and the Australian International Girls Choir.

The Australian School of Performing Arts (ASPA) is committed to enabling a safe and supportive learning environment to ensure that all students can achieve their maximum potential. ASPA aims for classroom-management to be positive, consistent, and to take into account the needs of each individual, and the wellbeing of the group. At ASPA classes and events, students and staff members work as a team in order to develop musical, movement and social skills, and learn and create performance items. Individual students need to operate within this team and share the classroom space (both physically and socially) with each other.

ASPA staff will have all necessary information, provided by parents, regarding any additional needs or gender identity information that may impact student participation in their classes, and they will accommodate them to the best of their abilities. All students, staff members and visitors are required to abide by ASPA's Child Safe Code of Conduct, Equal Opportunity Policy and the following guidelines.

ASPA desires that all students receive the best of our combined efforts and attention, and believes that communication is the key to successful and inclusive student participation and engagement in our activities. ASPA will endeavour to notify parents of any difficulties (musical, movement, social or behavioural) that their child is experiencing. Similarly, ASPA encourages parents to contact our office if their child is struggling within the classroom environment or has been diagnosed with a previously unidentified condition.

Competitive auditions are a reality of the performing arts. Some aspects of involvement in AGC activities are restricted to those who audition and successfully meet all audition criteria, in particular those seeking to advance into our Senior Performance Groups, specialist choirs and tours. Please refer to ASPA's Equal Opportunity Policy for details of audition requirements.

### Supporting students' additional needs

AGC Tutors and ASPA Education Instructors are responsible for guiding student participation, engagement and behaviour in their classes. They may call upon other staff members to assist in supporting challenging students or consult with their Music & Production Coordinator or the Head of AGC Teaching & Learning regarding students who are exhibiting persistent and disruptive behaviour, and discuss appropriate strategies.

Additional needs that might impact a students' participation or behaviour could include:

- Physical disabilities or limitations, including mobility, vision or hearing impairments
- Neurodevelopmental disorders, including Autism or ADHD
- Mental health issues, including Anxiety
- Learning or developmental delays, including Dyslexia

### Support procedures

#### *Students with pre-existing additional needs*

1. Parents provide information regarding their child's additional needs during the enrolment process.
2. The student's details are entered into ASPA's confidential student record database and, if applicable, the Student Participation Administrator is notified.
3. The Student Participation Administrator may contact the parent for more information and have a discussion, which will include information about how our classes run and if there are any requirements or strategies that should be put in place for their child.
4. The Student Participation Administrator will contact the relevant office team as well as the student's Tutor or Instructor to advise the confirmed strategies to put in place at the venue.

#### *In the event challenging behaviour occurs in class*

1. The Tutor or Instructor undertakes all usual classroom management strategies.
2. If the students' behaviour becomes an ongoing challenge, ASPA venue staff members will contact their office to notify them of the situation and, in consultation with the Student Participation Administrator, discuss possible strategies.

3. A record of situations that arise and of communication with these individuals will be kept in ASPA's confidential student records database.
4. If the behaviour persists, the Student Participation Administrator will make contact with the parent(s). As required, ongoing communication with both the student and the parent(s) will be undertaken and records kept.
5. Physical restraint and seclusion are only permitted in exceptional circumstances where it is immediately required and reasonably necessary to protect the safety of a student or another person.

***In the event that a parent raises concerns about behaviour in their child's class***

1. If a student or parent speaks directly to their Venue Manager, Tutor or Instructor, they will note down their concerns and inform their office.
2. If a parent contacts the office they may discuss their concerns directly with the Student Participation Administrator.
3. The Student Participation Administrator will communicate with both the parent and venue team regarding the concerns and, in consultation with the Head of AGC Teaching & Learning, determine if any classroom management strategies should be implemented.
4. The Head of AGC Teaching & Learning will become involved if the behaviour is of a sustained or serious nature.

ASPA reserves the right to preclude any person from our activities whose behaviour negatively impacts on other students. We invite any student, or parent or guardian of a student, enrolled in an ASPA program to contact us to discuss their child's additional needs.



Nicole Muir  
CEO

This policy will be regularly reviewed.  
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