



Student Participation Policy

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 behaviour management to be positive and consistent and to take into account the needs of each individual, and the wellbeing of the group. At Australian Girls Choir (AGC) classes and ASPA Education events, students and staff members work as a team in order to develop musical, dance 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 special needs that will impact student participation in their classes, and they will accommodate them to the best of their abilities. All AGC choristers, ASPA Education participants and staff members are required to abide by ASPA's Equal Opportunity Policy and the following student participation guidelines.

Managing students' special needs

Special needs that might impact a students' participation could include:

- Physical disabilities or limitations, including vision or hearing impairments
- Behavioural disorders, including Autism, Asperger's or ADHD
- Mental health issues, including anxiety
- Learning or developmental delays

AGC Tutors and ASPA Education Instructors are responsible for managing student participation in their classes. They may call upon other staff members to assist in managing challenging students or consult with their Music & Production Coordinator concerning students who are exhibiting persistent, disruptive behaviour, and to discuss appropriate management strategies.

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. 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 us if their child is struggling within the classroom environment.

Management procedure

Students with pre-existing special needs

1. Parents provide information regarding their child's special needs during the enrolment process.
2. The student's details are entered into ASPA's confidential student record database and, if applicable, the Music Education Coordinator is notified.
3. The Music Education Coordinator will contact the parent for more information and have a discussion which will include the details of our classes and if there are any requirements or management strategies that should be put in place for their child.
4. The Music Education Coordinator 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 behaviour 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 Music Education Coordinator, discuss possible management strategies.
3. A record of situations that arise and of communication with these individuals who present an ongoing challenge will be kept in ASPA's confidential student records database.
4. If the behaviour persists, the Music Education Coordinator or the state team will make contact with the parent(s) and provide them with feedback. As required, ongoing communication with both the student and the parent(s) will be undertaken and records kept.

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 Venue & Events Coordinator or Music Education Coordinator.
3. The office will communicate with both the parent and venue team regarding the concerns and, in consultation with the Music Education Coordinator, determine if any behavioural management strategies should be implemented.
4. The Music Education Coordinator 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 participants. We invite any participant, or parent or guardian of a participant, enrolled in the AGC or an ASPA Education program to contact us to discuss their child's special needs, and to develop an individual inclusion plan if applicable.



Nicole Muir
CEO

This policy will be regularly reviewed.
Date: September 2017