



Student Participation & Support Policy

When referenced in this document, International School of Performing Arts (ISPA) includes the Australian International Girls Choir.

The International School of Performing Arts (ISPA) is committed to enabling a safe and supportive learning environment to ensure that all students can achieve their maximum potential. ISPA 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 ISPA 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.

ISPA staff will have all necessary information, provided by parents, regarding any additional needs 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 ISPA's Child Safe Code of Conduct, Equal Opportunity Policy and the following guidelines.

ISPA 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. ISPA will endeavour to notify parents of any difficulties (musical, movement, social or behavioural) that their child is experiencing. Similarly, ISPA 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 AIGC activities are restricted to those who audition and successfully meet all audition criteria. Please refer to ISPA's Equal Opportunity Policy for details of audition requirements.

Supporting students' additional needs

AIGC Tutors and ISPA 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.

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 ISPA's confidential student record database
3. A member of the ISPA team 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 ASPA Student Participation Administrator may be consulted if additional support strategies are required.

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, ISPA venue staff members will contact their office to notify them of the situation and discuss possible strategies.
3. A record of situations that arise and of communication with these individuals will be kept in ISPA's confidential student records database.
4. If the behaviour persists, a member of the ISPA team 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 an ISPA staff member, they will note down their concerns and inform their office.
2. If a parent contacts the office they may discuss their concerns with a member of the ISPA office team.
3. ISPA staff will communicate with both the parent and venue team regarding the concerns and determine if any classroom management strategies should be implemented.

ISPA 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 ISPA program to contact us to discuss their child's additional needs, and to develop an individual inclusion plan if applicable.

A handwritten signature in black ink, appearing to read 'Nicole Muir', is centered on a light gray rectangular background.

Nicole Muir
CEO

This policy will be regularly reviewed.
Date: September 2024