

BÜCHNER HAUS ACADEMY

Inclusivity Policy

A learning environment where everyone belongs

Effective: 14 August 2026
Noosa, QLD, Australia

BÜCHNER HAUS
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Effective date	14 August 2026	Review date	14 August 2027
Policy owner	Academy Director	Applies to	Students, staff and relevant third parties

Buchner Haus Pty Ltd (ABN 18 700 492 717) trading as Büchner Haus Academy

Büchner Haus Academy is committed to professional, transparent and student-centred education. This policy applies to the Academy's makeup and beauty courses, masterclasses and workshops, and is designed to meet our obligations under Australian consumer, privacy, anti-discrimination and work health and safety law.

01

Purpose

To create a learning environment where students, staff, models and guests feel respected, represented and able to participate authentically, and where diversity is actively supported as part of professional makeup and beauty education.

02

Scope

This policy applies to Academy marketing, admissions, classrooms, online spaces, practical training, feedback on work, models, events, staff behaviour and third-party activities carried out on behalf of the Academy.

03

Our inclusion commitment

Büchner Haus Academy believes professional artistry is strengthened by learning to work respectfully with real people and a wide range of identities, features, cultures and lived experiences. Inclusion is therefore both a community value and an industry capability.

- The learning environment will be welcoming and free from racism, unlawful discrimination, harassment, sexual harassment, vilification, bullying, victimisation and intimidation.
- Students will be encouraged to use respectful names, language and pronouns and to correct mistakes without hostility or humiliation.
- Teaching materials and demonstrations will aim to reflect diverse skin tones, undertones, ages, genders, abilities, facial features, hair textures, beauty traditions and cultural contexts.
- Students will be taught to adapt technique rather than treat one face, skin tone, body, gender expression or beauty standard as the default.
- No student, model or guest should be pressured to disclose personal information or change their identity or presentation beyond what is genuinely required for a learning activity and freely agreed.

04

Cultural safety and First Nations students

The Academy will foster a culturally safe learning environment for Aboriginal and Torres Strait Islander students and will approach First Nations cultures, knowledge and people with respect. The Academy will seek to avoid tokenism, stereotypes, culturally inappropriate imagery or the misuse of cultural designs and will build staff cultural capability over time.

Reasonable flexibility will be considered for cultural obligations where this can be provided without compromising essential training requirements.

05

Inclusive teaching

- Trainers will use respectful, professional language and address stereotypes or exclusionary conduct when it occurs.
- Examples, case studies and practical briefs will be reviewed to ensure diversity is represented meaningfully rather than only as an exception or special topic.
- Feedback on student work will focus on relevant skills, knowledge and evidence, not personal identity, accent, appearance, cultural style or other irrelevant characteristics.
- Reasonable adjustments will be considered for students with disability in line with the Student Support Policy and Access and Equity Policy.
- Where creative briefs involve identity, culture, drag, period styling, character transformation or other sensitive representation, students will be expected to apply professional judgement, informed consent and cultural respect.

06

Models, clients and practical participation

Students must approach all interactions with models and clients with professionalism, care and respect for the individual. Consent, comfort, privacy, hygiene, dignity and professional boundaries must be maintained at all times. Requests relating to personal presentation, physical touch, photography, use of images or culturally sensitive styling must be handled respectfully and in accordance with the Academy's procedures.

07

Inclusive communication and spaces

The Academy will aim to make communications accessible, plain and respectful, and to provide reasonable options for students who experience barriers to participation. Physical and digital environments will be reviewed for accessibility and unnecessary exclusion.

08

Responding to harmful conduct

Discriminatory, harassing, vilifying, bullying or threatening conduct may be addressed through immediate intervention, education, support, disciplinary action or external referral depending on seriousness. Students

and staff are encouraged to report concerns. Reports will be managed under the Complaints and Appeals Policy and, where relevant, the Work Health and Safety Policy.

09

Staff capability and continuous improvement

The Academy will support trainers and staff to build capability in inclusive education, cultural safety, unconscious bias, accessible practice and working with diverse cohorts. Student feedback and industry guidance will be used to improve curriculum, resources and learning environments over time.

Related legislation and standards

- Anti-Discrimination Act 1991 (Qld)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Age Discrimination Act 2004 (Cth)
- Work Health and Safety Act 2011 (Qld)

Note. This policy is intended to operate alongside all laws and contractual obligations that apply to Büchner Haus Academy at the relevant time. If there is an inconsistency, the applicable law prevails.

Policy review and continuous improvement

This policy will be reviewed at least annually, and earlier where legislation, course offerings, delivery arrangements, student feedback, incidents, complaints or identified risks indicate that a change is required. Material changes will be communicated to affected students as soon as practicable.

Contact us

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