



THE ROYAL BALLET SCHOOL

Equal Opportunities Policy

Statement of intent

Equality of opportunity is central to the ethos of the school. The equality of opportunity applies to all students irrespective of gender, physical or mental ability, ethnicity or social circumstances. The school aims to meet the requirements of the Sex Discrimination Act, the Race Relations Act and be free from discrimination and stereotyping.

Equal Opportunities in Practice

- All Departmental handbooks should include the above statement and clarify how equality of opportunity exists within their subject.
- Although the assessment process is rigorous, all are assessed equally and given the same opportunity to gain entrance to the school or proceed from one year to the next.
- The curriculum is designed to offer a balanced range of opportunities for achievement to all pupils so that they may value themselves and each other.
- There is an equal balance between boys and girls in the school; this is desirable for classical dance training. Applications to the school whilst still balanced in favour of females has seen a significant rise in male applicants over the past years.
- The Pastoral system actively promotes equal opportunities and takes very seriously any incident of discrimination in any form.
- All members of staff are expected to encourage the development of an environment that will allow for the challenging of stereotyping and discrimination based on gender, disability, ethnicity or social circumstances.
- All parents and guardians are welcome at Parents meetings or other school events. This is particularly true of relations or friends who come to act as translators for parents who do not speak English.
- Every encouragement is made to foreign students to play a full part in the life of the school. Where necessary special help is given both at the Lower and Upper school from an ESOL specialist. Bilingual students are encouraged to take a GCSE in their own first language either at the Royal Ballet School or at an external centre.

Monitoring Equal Opportunities

Existing report forms and progress cards monitor individual performances. Subject staff and Form tutors are expected to comment on whether results compare favourably with earlier assessments of ability and attainment. Examination results at GCSE and at A level are analysed by gender. Once the School data base is finally developed we shall also initiate ethnic as well as gender monitoring.

AW

December 2009

This document will be revised in line with changes in best practice and legislation. These changes will be notified to all concerned. Questions or comments should be directed to the appropriate member of the Senior Management Team.