



THE
ROYAL BALLET SCHOOL

**Lower School
Student and
Parent Handbook
September 2010**

September 2010

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** Correct at time of going to press. Please refer to The Royal Ballet School website for updated policies.*

1. A welcome from the Director

Welcome to The Royal Ballet School.

This handbook aims to provide you with the information you will require and also seeks to clarify our policies and expectations in a number of aspects of school life. Our policies are designed to protect your health and well-being and to enable you to get the very most out of your time here.

Because of the nature of the school, communication is vitally important and all students are expected to turn to the many staff that are available to support, guide and nurture them. Parents are similarly encouraged to contact the school directly should they need guidance, clarification or reassurance. A list of direct contact information is contained in this handbook.

We ask that you read all sections of this handbook and retain it for reference as required.

We look forward to welcoming you into The Royal Ballet School community and hope that your time here will be rewarding, purposeful, unforgettable and the perfect foundation from which to enter your adult life, whatever your chosen path.

Yours sincerely,

Gailene Stock AM
Director

2. The Aims and the Ethos of The Royal Ballet School

Mission statement

To respect the past, herald the future but concentrate on the present.

Mission and purpose

Our mission is to train and educate outstanding classical ballet dancers for The Royal Ballet, Birmingham Royal Ballet and other top international dance companies; in doing so we aim to set the standards in dance training, nationally and internationally.

The School offers a carefully structured dance course, aligned with an extensive academic programme, giving the students the best possible education to equip them for a career in the world of dance.

The Goals of the School

- To provide, in a caring environment, artistic and academic training of the highest possible calibre, offering all students of the School a positive learning experience that is constantly monitored for potential improvement.
- To achieve recognized accreditation for the vocational curriculum.
- To offer students as many opportunities to perform as possible.
- To ensure that the students have close practical and artistic access to The Royal Ballet companies.
- To maintain a high employment rate of graduating dancers, with many being recruited to The Royal Ballet or Birmingham Royal Ballet.
- To expand the international exposure of the students of the School, by participating in international competitions and festivals.
- To conduct an extensive audition and outreach programme.

These goals are linked to the five aims of the DfES Policy introduced under the Children Act 2004 titled *Every Child Matters*. Under this policy the Government's aim is for every child to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve through learning
- Make a positive contribution to society
- Achieve economic well being

3. Boarding Principles and Practice and procedures for day students.

Few, if any, of our parents would have considered sending their children to a boarding school had it not been for their outstanding abilities in classical ballet and, because the opportunity to come to White Lodge often arises quite late, most of our families have very little time to prepare for this huge change in family life. We, therefore, have to work hard to help parents understand our rules and procedures. It is sometimes difficult to explain the many ways in which living in a dormitory with a group can be so different from living at home in your own bedroom and this problem is often exacerbated by the heightened protective feelings, which many parents naturally have for their child at this time.

With these things in mind we try to prepare our students and their parents, before their arrival, and we have developed three ways of doing this.

- i) The 'New Parents Day' is held shortly after places have been finalised for the following year, usually early in May.
- ii) Before the end of the academic year a member of the PTA committee phones the parents to offer support and advice.
- iii) New students are assigned an existing White Lodger to act as their 'Guide'.
- iv) New students begin the Autumn term early to provide an induction period.
- v) New Year 7 students are assigned a Year 11 mentor.

Entry to the school is by competitive audition; a timetable is published annually. It is also possible to consider individuals at other times, when spaces are available, and also to consider video evidence for students from abroad. A charge may be made for such a procedure. The school has no religious affiliation although we do have a local C of E minister who visits frequently and students are welcome to attend services of other denominations.

Boarding accommodation at White lodge is separated into areas according to age and gender. Each area has a designated house parent who looks after the children for five days each week and there are also house staff who 'cover' these areas when the designated person is 'off duty'. The number of students in a room varies from 2 to 12.

It is our aim to generate self-confidence and independence in our students and to give them the skills to manage their own lives. This is done within a supportive and sympathetic framework of gradually increasing responsibilities and privileges.

Support is offered in two main ways

- i) Through the house staff, who have expertise in looking after their particular age and gender of students. (House staff remain in their areas and therefore students come under the care of different people as they move up the school.)
- ii) By means of a personal tutorial system, through which each student is assigned a personal tutor, who they meet regularly. This tutor remains with them throughout their time at school and can offer academic support as well as acting as an advocate, when necessary.

It is vital that our students remain in close and supportive communication with their families and so we have regular 'events' at school designed to increase opportunities for contact between staff, students and parents. The school encourages parents to communicate with staff, particularly with the house staff and personal tutors, about issues of concern. We also have an active and supportive parent-teacher association, which, through fund-raising activities, sponsors events and purchases additional equipment for the students' leisure activities.

The health and welfare of the students is safeguarded by our medical team. A nurse is on duty each day and on three days a week she is supported by a physiotherapist. We also have an experienced and highly qualified counsellor who is available one day a week.

The position of White Lodge, in the centre of Richmond Park, means that our older students have the freedom to explore a rich and pleasant environment and to visit local shops in safety. Students in year 11 may also be expected to travel independently from time to time e.g. by tube from Richmond to Covent Garden. In their boarding house they are also allowed more freedom and facilities for making their own 'snacks'.

The younger students are taken on escorted trips to the shops every weekend and we also provide a programme of ballet and theatre visits as well as other outings of an entirely recreational nature. Our recent outings have included 10 pin bowling, paintballing, kayaking, cinema trips, swimming, skating, theme park visits etc. Any reasonable request from the students is given careful consideration.

The in-school facilities are constantly improving, in spite of the shortage of space: All years now have common rooms for relaxation and these variously include a pool table, table football, an air puck table and table tennis as well as the usual television, video recorder and DVD players.

We know we cannot replace home but we want our students to think of White Lodge as their 'second home'.

Day students

Each year we are delighted to welcome a small number of students into the Royal Ballet School as day students. These students are treated in exactly the same way as boarders and are expected to attend all timetables lessons and rehearsals. They are welcome to join in with weekend recreational activities having made arrangements with the day student coordinator Mrs Brice or the member of staff who is organizing the trip.

Day students do have access to their relevant common room and are provided with a locker for clothes, books and valuables and an area for changing and showering.

A school bus runs to and from Richmond Station in the morning and in the evening, at other times when the park gates are closed students will be brought to Sheen Gate to meet with parents or guardians.

Day students sign in and out each day at reception. Parents are welcome to liaise with reception regarding timetables and finishing times. New day students are invited to attend the welcome session for new boarders which takes place on the Saturday preceding the start of the Autumn term. This provides an opportunity to meet fellow students and the academic tutor.

Overseas Students

In recent years we have welcomed an increasing number of students from overseas and they have greatly enriched the life of the school. They are quickly integrated into the school and where possible complete the academic curriculum just like any other member of the school. In some cases where English is not their first language additional support is required and this is provided by the school at varying times during the week.

All non EU students will be required to have a visa before entering the country and these have become increasingly time consuming to arrange. Parents are advised to apply for the visa, at least 8 weeks before their child is due to arrive in England. If assistance is required please contact the School Secretary.

At the end of each half term (usually Saturday lunchtime) White Lodge closes for the holiday and all students are expected to go home or stay with guardians who have been appointed by the parents. In addition to holidays there are also 3 exeat weekends when student go home at lunchtime on the Friday and return on the following Sunday afternoon. Parents of overseas students should ensure that arrangements have been made for their child to stay with the family of a friend or with their guardian.

4. Who's who at The Royal Ballet School?

(correct at time of going to press)

Governors

The Marchioness of Douro OBE (Chair)
Ricki Gail Conway (Vice Chair)
Jonathan Chenevix-Trench
Nicolas Chisholm
Richard Cunis
Clarissa Farr
Tony Hall
Candida Hurst-Brown
Janet Lambert
Sir David Lees
Professor Margaret Maden
Dame Monica Mason
Patrick Maxwell
Kevin O'Hare
Madeleine Plaut
Dame Antoinette Sibley
Edmund Wallis

Governor Emeritus:

The Lady Sainsbury CBE

Advisory Council

Darcey Bussell OBE
David Bintley CBE
Sir Anthony Dowell
Dame Antoinette Sibley
Sir Peter Wright

Senior Staff

Gailene Stock

Jay Jolley

Alan Winter

Charles Runacres

Pippa Hogg-Andrews

Diane van Schoor

Kathryn Wade

Sarah Eliot-Cohen

Pippa Adamson

Simon Bushnell

Hope Keelan

(Those based at White Lodge in bold type)

Director

Assistant Director

Chief Operating Officer

Academic and Pastoral Head

Head of Lower School

Ballet Principal - Lower School

Principal - Outreach Programme

Head of Development & Publicity

Head of Finance

Deputy Head of Lower School

Assistant Ballet Principal - Lower School

Ballet Staff

Diane van Schoor
Hope Keelan
Antonio Castilla
Jessica Clarke
Tania Fairbairn
Nicola Katrak
Nicola Trannah
David Yow

Ballet Principal - Lower School
Assistant Ballet Principal - Lower School
Ballet Teacher
Ballet Teacher
Ballet Teacher
Ballet Teacher
Ballet teacher
Ballet Teacher

Peripatetic Staff

Misha Botting
Jane Burn
Lucy Galperin
Richard Glastone
Anya Linden
Mark Priestley
Simon Rice
Dona Phillips
Sherrill Wexler
Yolande York-Edgell

Performance Psychology
Guest Teacher/Body Conditioning Teacher
Gymnastics Teacher
Guest Ballet Teacher/Mime
Guest Ballet teacher/Solos
Boys Upper Body Teacher
Morris Dance Teacher
Irish Folk Dancing Teacher
Spanish Dance Teacher
Contemporary Teacher

Choreographic Course

Dr Susie Cooper

Choreographic Teacher

Academic

Elizabeth Allinson-

Aghorah

Melanie Brice
Simon Bushnell
Danielle Costigan
Aurelie Derguesse
Alison Dormer
Craig Fortnam
Dominique Foxton
Robert Green
Suzanne Gunton
Pippa Hogg-Andrews
Anna Meadmore
Andrew Nowak
Jennie Page
Sally Phoenix
Catherine Pickston
Mark Priestley
Clare Quamina
Stephanie Ritchie
Janet Swindall
Charlotte Taylor
Abby Whitfield
Christine Young

Science technician
Head of Music
ICT
Science
French and Library Coordinator
Head Of Science
Music
Head of Mathematics
Mathematics
Head of English
Geography
Head of Academic Dance Studies
History and PE
Dyslexia Action Teacher
Head of Expressive Arts
Art
SIR
Head of Art
Head of Modern Languages
Head of Geography
English
Geography
EAL

Administration

Suzi Abensur
Marius Arnold-Clarke
Sheila Gresswell
Jan Regan
Suzanne Watt-Bertoni

Ballet Administrator
ICT/Theatre Technical
Senior School Secretary - Lower School
School Secretary - Lower School
School Secretary - Lower School

Estate staff

Delia Bedeau
Nick Cartmel
Ian Cordery
Ron Elsmere
Samantha Fisher
Gerry Gibbs
Eamonn Linton
Elena Skelenarova
John Wildgoose
Tanya Williams

Brookwards
House Services
Estates Manager
House Services
House Services
House Services
House Services
House Services
Gardener
Brookwards

House Staff

Kristina Gardener
Jane Linkin
Tony Linkin
Klara Mottlova
Greg Roberts
Sue Roberts
Kay Wayman

House Parent
House Parent
House Parent
House Parent
House Parent
House Parent
House Parent

Gap Students

Francis Morgan
Andrew Stinson

Gap Student
Gap Student

Pianists

Guy Attew
Stefano Curina
Olga Mazour
Tim Qualtrough
David Smith
Andrew West

Pianist
Pianist
Pianist
Pianist
Pianist
Pianist

Medical Support Staff

Professor Rob Bor
Janet Briggs
Jasmine Challis
Dr Nicholas Goddard
Dr Sophie Jukes
Dr Jonathan Barnes
Frances Rees

School Counsellor
Physiotherapist
Nutritionist
Orthopaedic Consultant
Sheen Lane Health Centre
Sheen Lane Health Centre
School Nurse

Instrumental Teachers

David Barry
Rebecca Cooper
Craig Fortnam
Nathan Hassall
Susan Morfee
William Morris
Geraldine Peach
Hannah Pedley
Eleanor Percy
Harriet Roberts
Anna Tam
Penelope Whinnett

Percussion
Singing
Guitar
Clarinet, Saxophone
Flute
Piano, Trumpet
Oboe and Piano
Singing
Violin
Singing
Cello
Piano

Wardrobe Mistress

Carole Leicester

Wardrobe Mistress

PARENT TEACHERS ASSOCIATION

Chair- Peg Hale

Secretary- Janie Bennett

Useful contacts for parents and students

Problem	Name	Telephone (0208)	Email address
Absence	School Sec.	3928440	suzannew@royalballetschool.co.uk
Academic concerns	Pippa Hogg-Andrews or academic tutor	3928440	
Ballet/Dance concerns	Diane van Schoor	3928440 Ext 447	suzia@royalballetschool.co.uk
Pastoral concerns	Simon Bushnell	3928440	simonb@royalballetschool.co.uk
Nelson Room	Duty staff	392 8451	
Discipline	Simon Bushnell	3928440	simonb@royalballetschool.co.uk
Health	Frances Rees	3928459	francesr@royalballetschool.co.uk
Examinations	Stephanie Ritchie	3928481	stephanier@royalballetschool.co.uk
Travel	School Sec.	3928440 Ext 447	sheila@royalballetschool.co.uk
Performances	Sheila Gresswell	3928441	sheilag@royalballetschool.co.uk
Lost property	Jane Linkin	3928474	Janel@royalballetschool.co.uk
Parents	Peg Hale		pta@royalballetschool.co.uk
Governors (Chair)	Lady Douro		ladydouro@royalballetschool.co.uk
Child protection	Simon Bushnell	3928440	simonb@royalballetschool.co.uk
Child prot.(LEA)	Richmond	8917969	
Counsellor	Rob Bor	3928459 (via school Nurse)	
Independent listener	David Ireland	(01372) 378335	
Finance	Pippa Adamson	(0207) 8457050	pippaa@royalballetschool.co.uk

NB for all staff emails please use their first name followed by the first letter of their surname @royalballetschool.co.uk

5. Timetable and Dining room arrangements

MONDAY - FRIDAY

7.00 a.m.	Rise
7.30 a.m.	Breakfast (register)
8.20 a.m.	Registration Period Monday - Senior Assembly in Salon Wednesday - Junior Assembly in Salon
8.25 a.m.	Warning bell
8.30a.m.-10.30a.m.	Academics/Ballet
10.30a.m.- 11.00a.m.	Break Students collect post from dining hall. Drink and biscuit available
10.55 a.m.	Warning bell
11.00a.m.-1.00pm	Academics/Ballet
1.00pm-2.00pm	Lunchtime (register) Note. Tuesday Autumn term 1.00pm -1.40pm (Choir 1.40pm – 2.30pm) Friday 1.00pm- 1.45pm (PSHE or whole school assembly 1.45pm – 2.15pm)
2.00pm-4.00pm	Academics/Ballet Monday, Wednesday and Thursday Note Tuesday Autumn term 2.40pm-4.30pm Friday Academics begin at 2.15pm 3 x 35 minute lessons, finish at 4.00pm Ballet class begins at 2.30pm
4.00pm-4.15pm	Drinks, biscuits and tuck boxes available
4.15pm-6.30pm	Peripatetic dance classes and rehearsals or free time. Weekly timetable published.
6.00pm-7.00.m.	Dinner (register)
7.10.pm	Warning bell
7.15pm-8.15pm	Prep in classrooms (Year 11 7.00pm – 8.15pm)
8.15pm-8.30pm	Late night drinks in dining room
9.00pm-10.30pm	Bed time Year 7 - 9.00pm Year 8 - 9.15pm Year 9 - 9.30pm Year 10 - 10.00pm Year 11 - 10.30pm

6. Dance Curriculum

The Royal Ballet School has its own system of training which is fully documented and which is applied by the students throughout their time at the School.

The dance curriculum takes place each day including Saturday mornings. In general all Saturday classes end at lunchtime but there may be exceptions during performance periods. Under normal circumstances Year 7 students would not expect to have Saturday classes for the first half of the autumn term.

Year group	Curriculum objectives
Year 7	<ul style="list-style-type: none"> • To consolidate the teaching of anatomical posture and the concept of rotation (turnout) from the hip socket. • To consolidate the teaching of the basic positions (poses) of the arms and the legs and the coordination of their movement. • To introduce demi-pointe work as applicable • To develop strength and flexibility
Year 8	<ul style="list-style-type: none"> • To consolidate the material learned in Year 7 with more repetitions and increased tempo • To develop the strength of the ankles and feet with the introduction of more demi- pointe work • To develop a greater sense of centering and balance on the demi pointe • To introduce the small and grand poses at the barre • To introduce the positions of 4th arabesque and arabesque a deux bras • To commence study of batterie • To increase strength, flexibility and physicality
Year 9	<ul style="list-style-type: none"> • To introduce demi-pointe work to centre practice • To continue the sense of turning with elementary exercises en tournant • To further develop the study of batterie • To promote greater strength, flexibility and physicality
Year 10	<ul style="list-style-type: none"> • To develop stability in exercises on the demi-pointe • To achieve greater awareness of the flow of movement from one pose to another • To increase the speed of movement in barre work, centre practice and allegro
Year 11	<ul style="list-style-type: none"> • To consolidate all the basic elements of classical ballet training with a continued emphasis on posture, coordination, stability, strength and expressiveness. • To stress an increased awareness of style, musicality and expressiveness

The range of activities experienced by the students will be as follows;

Activity	Year Groups
Classical technique	All
Pilates based body conditioning	All
Pointe technique	Girls Years 7-11
Coaching	Boys Years 7-11
Repertoire	All
Gym	Years 7,8 and 9
Upper body	Boys Years 10-11
Character	All
Morris Dance	Boys Years 8 and 9
Irish and Scottish	Irish Year 8 and 9, Scottish Year 9
Contemporary	Year 11
History of Ballet	Years 7, 8 and 9
Supported Adage	Year 11
Choreographic Studies	All
Classical Solos	Years 10 and 11

7. The Academic curriculum

Year 7	Year 8	Year 9	Year10	Year 11
Art Drama English French Geography History ICT Mathematics Music PE Science Studies in Religion	Art Drama English French Geography History ICT Mathematics Music PE Science Studies in Religion	Art Drama English French Geography History ICT Mathematics Music Science	Dance (AS) English Expressive arts Mathematics Double Science and 3 others from Art English Lit. French Geography History Music Triple Science	Dance (AS) English Expressive arts Mathematics Double Science and 3 others from Art English Lit. French Geography History Music Triple Science

PSHE

All students complete a full programme of PSHE throughout their time at White Lodge, this generally takes place on alternate Friday afternoons but is also supplemented with special lectures, visits days and through the existing schemes of work of academic subjects.

Sex and relationship education

The programme has been devised by the SRE committee within the school and covers all aspects of sex and relationships education. The committee meets regularly to review the provision which is taught across all year groups through the academic curriculum and PSHE. See appendix for SRE policy.

Dissection in science

Although the emphasis in science is on living things, science students at key stage 3 are invited to dissect certain organs which are readily available in all supermarket chains. This is used to enhance their understanding of cells, organs, systems, lungs and respiration. Participation is entirely up to the student and they may opt out of the lesson having given one weeks notice.

8. Dress code and uniform list

General

Winter Uniform (Autumn, Spring and first half of Summer term)

Girls

White Shirt

Navy Blue Cardigan

Black Watch tartan skirt

Navy blue blazer

Grey tights (years 10 and 11 may wear natural tights)

Boys

White shirt

Tie

Navy blue blazer

Black trousers

Grey socks

Navy v-necked jumper

Summer Uniform (second half of the Summer term)

Girls

Short sleeved white shirt

Navy blue blazer

Navy blue cardigan

Black Watch tartan skirt

White ankle socks (years 10 and 11 may wear natural tights)

Boys

Short sleeved white shirt (*no tie*) (Boys in years 10 and 11 may wear long sleeves)

Navy blue blazer

Black trousers

Students are expected to dress in the correct uniform for their particular year group at all times and to remember the following rules

- No jewellery to be worn in class
- Only bags containing money and valuables to be taken into the studio, these to be placed into wall mounted lockers.
- Track suits and shoes to be worn between lessons.
- No plastic trousers or loose non regulation t-shirts at any time.

Hair is expected to be kept tidy with short back and sides for boys and no fringes for girls. Students must remember that excessively long or untidy hair may affect their chances of being selected for repertoire and casting. Students are not permitted to colour their hair.

Ballet/Dance uniform

Tutus and RBS track suits are available through The Royal Ballet School wardrobe department. T-Shirts are available from the communications and marketing department.

Other items of uniform are available from:

Freed's of London
94 St Martin's Lane
London WC2N 4AT
020 7240 0432

Class	Boys	Girls
Classical	4 Unitards, RBS colour and style Jock strap White/Beige White ballet shoes 4 Pairs of white socks Black Leg warmers for Barre work Royal Ballet School track suit Fleece	2 Pairs of pink nylon ballet tights 2 leotards in RBS colour and style. Pink leg warmers (for Barre work only) Pink pointe shoes Pink soft ballet shoes 1 Tutu Fleece
Character	As above with black character shoes	Black character skirt (Wardrobe) 1 pair of black character shoes (Freed's)
Contemporary	1 Unitard in appropriate RBS style and colour.	1 Unitard in appropriate RBS style and colour. Bloch trainers (538 Mesh)
Choreography	RBS track suits and/or RBS T-Shirts	RBS track suits and/or RBS T-Shirts
Repertoire	1 Unitard in appropriate RBS style and colour.	Chiffon skirt in year group colour (Wardrobe)

*gym is performed barefoot

Other information

Should you have any queries about other items which should or should not be brought with students to White Lodge, please consult the comprehensive list sent out by the School Secretary Mrs Sheila Gresswell or contact her on sheilag@royalballetschool.co.uk

9. Class Procedures

Dress

- All students will have received a dress code. Please wear the correct uniform for your year and ensure that it is clean and free from holes. Students not in correct uniform may be requested to observe rather than participate in class.
- No jewellery should be worn in class with the exception of ear studs, for females only.
- Legwarmers, T shirts and track suits should be removed once class commences, unless the student is injured.

Food and drink

- Food and drink should not be brought into the studio. Water is provided outside most studios.

Outside classes and performances

- Students are not allowed to take classes outside The Royal Ballet School during term time. Outside classes and courses can be taken during the holidays but only with the permission of the Ballet Principal.
- Students are not permitted to take part in performances other than those organised by The Royal Ballet School, unless permission has been granted by the Ballet Principal.

Appropriate contact

For the purposes of effective technical training, ballet and dance teachers need to use appropriate physical contact to aid their teaching strategies. Students should expect appropriate physical contact in all classes examples of which are demonstrated annually by the Ballet Principal and Ballet Staff at New Parents Day.

Selection for performances

Students are reminded that casting for repertoire within the school or within The Royal Ballet is dictated by many different factors. Choreographers have a clear idea of the type of dancer they want, if it is not you this time it may be the next! The world of dance is tough and can sometimes appear unfair and unrewarding. Casting is always provisional and the final decision rests with the Choreographer, Director or Ballet Principal.

Lower School students are sometimes required to perform with The Royal Ballet at the Royal Opera House and at these times final casting is done by The Company. This will impact on ticket purchases as casting decisions are often made only a short time before the opening to minimise any inconvenience the PTA operates a ticket exchange scheme.

The handover of students takes place when the student has finished his or her performance, this could be at the end of the first act. Parents who are taking their child home after a performance are therefore required to arrange for collection at this point.

For the Linbury Season we try to include every student in at least one performance. The main Lower School performances take place on the Friday evening and the Saturday Matinee. When purchasing tickets please be aware that your child may not appear in both of these performances. Lower School students may also take part in other performances but these mainly feature students of the Upper School.

When collecting students from the Linbury all requests for collection should be directed to the Deputy Head, Simon Bushnell.

Floral tributes

Whilst we appreciate the desire of parents to recognise their child's achievement in performing at the Royal Opera House by sending or bringing floral tributes to the stage door, the practice has become unmanageable for the staff of the Royal Opera House.

We would therefore request that should parents wish to send floral tributes, please ensure that they either be sent to the Upper or Lower schools for distribution to the recipient, or that they are handed to the child by the parent at the end of the performance.

10. Contacts with the media and sponsors

- The unauthorised taking of videos and photographs is not allowed by students or visitors to the school. Videos of performances and assessments are for use within the School and are not to be copied for any other purpose.
- Occasionally requests are made for students to be photographed, interviewed or videoed by outside organisations such as television companies, newspapers or magazines. This will only take place should parents have signed the appropriate media consent form. All requests involving any aspect of the media should be passed to Sarah Eliot-Cohen, Director of Development and Marketing

Guidelines have been produced for sponsors, students and parents; these can be found in the appendices.

11. Reporting progress

At the Lower School parents will receive two full academic reports and four progress cards during the academic year. Ballet reports are issued twice a year. Progress meetings are held at each half term and with input from ballet, academic and pastoral staff.

Schedule for reporting and parent meetings (by year groups 7-11).

	Oct	Dec	Feb	Apr	Jun	July
Parents academic meeting	7	10,11	8,9			
Parents ballet meeting	11	8,9	7,10			
Full academic report	10	All but 10,11	11			All
Full ballet report		All				All
Academic progress reviews to parents	All but Year10	10,11	7-10	All	All	
Ballet progress reviews	7-11	7-11	7-11	7-11	7-11	

Should parents not receive a report at the time scheduled above they should contact the school immediately.

Any concerns about the content of the report should be referred either to the ballet Principal, the Deputy Head/Head of boarding, The Academic Tutor or the Head of White Lodge.

Parent teacher meetings

Ballet- these are by appointment and are arranged in advance with the Ballet Administrator.

Academic- these take place in the Salon, there are no appointments but on arrival parents receive a list of staff to see in respect of their child's progress.

Interviews need to be fairly concise to ensure that all parents meet with the teachers on their list. However should you wish to have a more detailed discussion you are encouraged to make a separate appointment with the relevant member of staff.

12. Appraisal and Assessment Procedures

Initial physical assessment

- All new students will have a physical assessment at the start of the first term. This will enable medical staff and teachers to identify physical weaknesses and design their training accordingly.

Academic assessment

- New students in years 7, 8 and 9 take MiDYS tests on joining the school. These are used to monitor progress and value-added and to set attainment targets where necessary
- Examinations take place at the end of years 7,8,9 and 10 to assess the progress of all students in their academic subjects
- All students will be expected to take 8 GCSE's and an AS in Dance Studies at the end of year 11. Students will be also complete mock GCSE examinations in the January of year 11.
- Two formal academic reports will be issued during the year. There will be a chance for parents to discuss their child's academic progress with teachers at a teachers meeting (see previous page).

Dance assessments - 'Appraisals'

It is important to remember that students do not progress automatically from one year group to the next. Further training is offered contingent on progress and good behaviour. However, we would expect a vast majority of our students to advance through the Lower School. Decisions are made in the student's best interest.

Parents receive regular progress reviews and have a formal meeting with the ballet teachers once a year. Parents are kept informed regarding concerns.

Parents are encouraged to make contact with the ballet department should they be concerned regarding progress.

Year 11 Appraisal Process

The Year 11 demonstration classes take place before half term in the Spring term when the students are assessed by the Directors. Following the final auditions the Director and Ballet Principal interview each student individually to discuss offers of placement at the Upper School.

Preliminary auditions for other vocational schools are held at these schools. Parents are encouraged to investigate all options, to view schools and attend open days during the Autumn term if at all possible as this is difficult to accommodate during the Spring Term. Parents should note that they are responsible for the completion of application forms and for arranging transport to any preliminary or final auditions at other vocational schools.

13. Provision for special educational needs

The school makes every effort to ensure that the artistic and academic curriculum is accessible to all. The Special Educational needs department endeavours to meet the needs of those students requiring additional support. On entry to the school, all students are given an assessment which automatically highlights those students who may have different types of learning difficulty. These students are placed on the special educational needs register and are automatically given priority for additional support. This support includes being given an Individual Educational Plan (IEP) which outlines the type of support required. These plans are monitored by the Special Educational Needs Coordinator (SENCO) and reviewed at the start of each term.

The SEN register has four levels of assistance

1. Teacher Provision- for mild SEN such as problems with numeracy and literacy, the class teacher will provide a differentiated curriculum for that student. An IEP may be provided for a student at this stage to promote target setting.
2. School Action- where the SENCO prescribes additional support, this could be in-class support or additional help sessions with the GAP student or in most cases the use of a personalised literacy and numeracy computer programme such as Success maker.
3. School Action Plus- where additional support is needed the SENCO will liaise with outside agencies for specialised help. At White Lodge those students within this category take weekly lessons, during school time with a specialist from Dyslexia Action. Progress is monitored and a report provided at the end of each term.
4. Provision of statement- students with extreme needs such as Attention Deficit Disorder may need specific help from other outside agencies. At present the RBS has no such students.

All students who are categorised as School Action Plus are entitled to 25% additional time in KS3 and KS4 examinations.

It is important to remember that being placed on the register is a positive sign that a student is being encouraged to feel that they are capable of pushing themselves to overcome the aspects of learning that they find challenging and to achieve their best with the help that they receive from the teachers.

Gifted and talented

Gifted and talented students are initially identified by the MidYIS process. The School has a gifted and talented register and these students are offered extension work by subject teachers and through access to the success maker programme

EAL

For those students at the school who do not have English as their first language additional support is provided both one on one and in within the classroom setting.

14. Health and Safety and Medical Procedures

The School has done everything possible to provide a safe and healthy place of work. It is important that the changing rooms, studios and student recreational areas are kept clean and tidy. Please remember to wear shoes at all times around the building.

Injuries

- All injuries must be reported as soon as possible and an appointment made with the physiotherapist.
- Opportunities exist for students to meet the School Orthopaedic Consultant or other outside specialists.
- Should parents seek independent advice they should keep the School physiotherapist and the School secretary informed of appointments, treatment and feedback.
- Appointments should not normally be made with the physiotherapist to coincide with academic lessons.
- Outside appointments should be made so as not to avoid classes or other school commitments.
- Students who are injured should still attend class as an observer. In some cases a rehabilitation programme will have been designed for them to work on during class time. If this is the case the student must ensure that the class teacher has been informed.
- Notes from the physiotherapist or body conditioning staff should be given to teachers at the beginning of class if the student is to be excused from certain aspects of the class.
- As a common courtesy all students are expected to inform the physiotherapist if they will be unable to make a particular appointment. If appointments are missed on a regular basis the student may forfeit the benefit of being treated by The Physiotherapist.

Health centre

The School nurse is on site between 8.15am and 4pm each day. In addition to dealing with illnesses and injuries which may occur during the school day she is also available to talk with students in complete confidence offering help and advice where appropriate.

Counselling

The school counsellor Professor Rob Bor is available on Wednesday afternoons to speak with individual students and to offer advice and help where necessary. Appointments and referrals can be made through the school nurse.

Nutrition

- Students are expected to maintain healthy eating and drinking habits. The School Nutritionist visits on a weekly basis and is available for consultation.
- Supplies of water are available throughout the building. Hot drinks and healthy snacks can be purchased from the vending machines in the Common Room.

- Students, whose physical condition is causing concern, will be referred to the Nutritionist for advice.

15. General Rules and regulations

Parents and guardians have been requested to ensure that their children have read and understood the school rules before they join the school. If rules are consistently applied, the school will be a happy, purposeful and tolerant society in which all members of the community can fulfil their potential.

Any anti-social behaviour, breach of good manners or common sense will be taken as a breach of the school rules. Students should conduct themselves in a controlled manner bringing credit to themselves and to the school.

The school rules are as follows-

- 1 Premises. Student must use all facilities in a responsible manner and observe any rules which apply to a particular room or facility. Damage must be reported immediately to a member of staff.
- 2 Personal injury. Any injury or accident on school property should be reported at once to the school nurse. If she is not available, a member of staff must be informed.
- 3 Valuables. The school will treat theft as an offence against the whole community but students must take care of their own property. Belongings should be kept in designated places and not left lying around in corridors, studios or public places. The school takes no responsibility for personal property left at school. (Parents are advised to check that their household insurance policy covers their children's belongings.)
- 4 Movement. Movement throughout the school should be quiet and orderly at all times. Students should not run or eat in corridors or public areas.
- 5 Emergency procedures. In the event of an emergency, students should proceed to the designated area using published routes and in an orderly fashion.
- 6 Tobacco, alcohol, solvents and illegal drugs. Smoking or the possession of smoking materials in school is forbidden. The same rule applies to illegal drugs, solvents and to alcohol. (The Director may at any time require a urine test under medical supervision to establish the presence or otherwise of an illegal substance.)
- 7 Leaving the premises. Students in years 7 and 8 are not allowed to leave the premises unless accompanied by a member of staff or other responsible adult. Students in years 9-11 may request permission to leave the grounds of White Lodge, subject to conditions published in House areas.
- 8 Students must be clean and tidy and wear regulation dress at all times of the school day.
- 9 Anti-social behaviour. The School Council has produced courtesy guidelines and these should be adhered to at all times. Anti-social behaviour in any form will not be tolerated. The bringing to school of

- any type of knife, gun or other weapon is forbidden as is the chewing of gum and the use of foul and abusive language.
- 10 Mobile phones. Whilst the school recognizes the importance of mobile phones as an aid to security and communication, they should be switched off during the school day between 8.20 and 16.30. All students should be aware of the references to the unacceptable uses of text messaging as contained in the anti bullying policy (section 22)
 - 11 Use of IT facilities. The developments in information technology have brought great benefits to students in producing work and in communicating with others. The downside has been the temptation to misuse these facilities in ways which are unacceptable to the School. All students are requested to read the anti bullying policy (section 22) and the acceptable use policy (section 23) which both set out clearly the standards that we expect from our students in the use of computers and the internet

16. Financial Information

A majority of the students at The Royal Ballet School receive financial support toward their school fees, accommodation and living expenses. Many are supported by the Music and Dance Scheme (MDS) operated by the DCFS while some others receive some form of sponsorship from the School or another provider.

The financial support from the DCFS varies according to parental income and parents will receive a separate information pack containing further details and an application form from the Finance Department at the School.

Banking at School:

All boarders in Years 7 and 8 are encouraged to 'bank' all monies, e.g. pocket money etc, with the school banking system. Money should be handed to a member of the House Staff who will then deposit it in a lockable safe and record the relevant details. Students may then 'withdraw' money every Friday from 4.00pm to 6.00pm when the school bank is operated.

Boarders in Years 9, 10 and 11 are free to use this facility but it is not compulsory. We encourage responsible handling and of money and valuable items but we cannot take responsibility for the loss, or damage, of items that have not been brought to our attention or come within our 'care'.

17. Visits

Visits to the School during the week by parents and friends should be arranged and cleared in advance with the Head of the Lower School or the Deputy Head/Head of Boarding.

Visits to the Lower School at the weekend should be cleared with the Deputy Head/Head of Boarding. There are clear guidelines on visiting dormitories by staff, friends and relatives laid down in the boarding handbook (available in the Nelson Room). The following general guidelines are relevant to this document

- All visitors should show sensitivity and discretion to other students at all times
- Male and female visitors should not enter the dormitories of students of the opposite sex unless a member of the House staff is present.
- Visitors should only go into the dormitory of the student that they are visiting
- Visitors should not smoke in any part of the building or picnic in the dormitories.
- Members of staff should not enter opposite sex dormitories unless accompanied by a female/male as appropriate. However in circumstances where a student's health or safety is thought to be at risk, such access may be free and immediate.
- Visitors should use the designated adult cloakroom areas.
- It is the parent's responsibility to inform the school of any legal conditions regarding access.

Arriving at White Lodge

At the beginning of terms, students are expected to be back at White Lodge before park closure or by the time specified on the termly calendar.

Refreshments are available in the Salon or the dining room for parents and guardians.

At the end of half-term holidays and exeat weekends students are expected to be back at White Lodge before park closure or by the time specified on the termly calendar.

Exeat Weekends

Three times a year we have Exeat Weekends. These are to enable all students to enjoy a short break. The weekend starts on Friday, at the time specified on the termly calendar, and students are expected back before park closure or by the time specified on the termly calendar.

Requests to take boarders out

If you wish to take your child out during term time, or if a relative or friend wishes to do so, please contact the Deputy Head/Head of Boarding by phone or by email with the details giving as much notice as is possible. Students will only ever be 'released' from White Lodge when permission has been given by all parties.

Requests for absence during the School day or longer absences should be addressed to The Head of White Lodge who will liaise with the Ballet Principal and the Deputy Head/Head of Boarding.

18. The Parent Teacher Association (PTA)

There is an active PTA that represents the parents at both the lower and upper schools, it seeks to

- foster more extended relationships between the staff, parents, children and others associated with the school
- engage in activities which support the school and advance the education of those attending it
- give assistance with respect to the welfare of students attending it
- provide assistance in the provision of those facilities for education at the school which would not normally be provided at the school.

Meetings of the PTA committee occur twice a term and there are a number of activities throughout the year.

The PTA produces their own handbook and which complements this publication

Appendices - School Policies

The school has a large number of policies which cover a wide range of topics ranging from Health and Safety through to Child protection. We include a number of policies which may provide useful guidance to parents and students should you wish to enquire about other policies please refer to the school's website.

19. Policy on the Misuse of Drugs and Drugs Education

General

The governors are committed to ensuring that The Royal Ballet School is a healthy school, free from the misuse of drugs and other substances. Students at the Royal Ballet School are training to be elite athletes and the use of illegal substances has a negative impact on their physical and psychological condition.

The school operates a zero tolerance toward any student taking illegal drugs either in school or in their free time. Legal drugs are only allowed when they are medicines agreed for use in school under the Administration of Medicines policy.

This policy should be read in conjunction with the schools:

- Behaviour code for students
- Rewards, sanctions and exclusions Policy,
- Administration of Medicines Policy,
- Health and Safety Policy,
- Personal, Social, and Health Education (PSHE) Policy.

Aim

The policy aims to make clear the school's approach to the problem of drugs and makes clear the procedures that should be followed in responding to drug-related incidents. It details the random testing procedures which operate at the Upper School.

Responsibilities

The Director:

- has overall responsibility for the implementation of the policy.
- liaises with the governing body and parents, and external agencies as appropriate, and is responsible for the training and support of staff.
- ensures that all students, parents and staff are aware of the policy and its implications.
- is responsible for liaison with the media (in conjunction with the communications and marketing department) when necessary.
- ensures that a satisfactory investigation has been carried out before making a decision on exclusion
- will appoint a suitable person(s) as Coordinator for Drugs and Other Substances.(CDOS)

The Coordinator for Drugs and Other Substances:

- reports to the Director and will liaise with a nominated member of the governing body.
- attends relevant meetings of the (appropriate) committee of the governing body.
- liaises with the Police and Local Authority's Drug Adviser.
- coordinates the detail of the school's drugs education programme
- ensures that all staff have the relevant skills and support to give advice to students.

The academic and pastoral committee:

- will receive regular reports from the CDOS who will report on the progress of the education programme, and any sanctions that have had to be applied since the last meeting.
- has the delegated duty to take what action it deems necessary and to make a report to the next meeting of the governing body.

All Staff:

- must know the school's policy and to seek to obtain the relevant skills and knowledge to support the policy.

Definition

Legal drugs that should not normally be in school include common ones such as:

- alcohol
- tobacco
- solvents
- over the counter drugs
- prescribed drugs (except those agreed under the Administration of Medicines policy)

Illegal drugs which must never be in school include the following common ones:

- cannabis
- ecstasy
- heroin
- crack/cocaine
- LSD

Drugs Education

The CDOS(s) will ensure that drugs education is included as part of the PSHE programme (and other appropriate areas of the curriculum e.g. Science).

The programme must:

- inform students about drugs and their effects
- promote a positive attitude towards a healthy lifestyle
- increase students' understanding of the health and social implications of the use and misuse of drugs
- inform students about course of action open to them if they or people they know become, or might become, involved in drugs activity

- inform students about support and resources available in school and outside school
- the school counsellor will meet with student groups on an annual basis to highlight the physical and psychological dangers of taking illegal substances.

Random testing

To emphasize the zero tolerance of illegal drug use and to encourage all students to desist from taking illegal drugs at any stage of their training at The Royal Ballet School, the school reserves the right to operate a system of random testing.

Under normal circumstances a student may be randomly selected from the school roll and invited to take a simple drug test using a sample of saliva. The test will be administered by a senior member of staff in the presence of another member of staff. The test result will be communicated to the student immediately after the test.

Should the test prove positive the student will be interviewed and, if they accept the result, be sent home for a period of up to one week. On their returning to school, the student will meet with the school counsellor and be retested once sufficient time has elapsed to allow the drugs to clear their system.

Should a student refuse to take the test their parents will be asked to attend a meeting at the school during which a way forward will be discussed. Parents will be at liberty to make their own arrangements for their child to be tested, with the expense being borne by the parents.

Should a student and/or their parents dispute the results of the test, the school will arrange for a urine or blood test to be taken under the supervision of the school doctor.

Action to be taken in incidents involving misuse of drugs

1. All staff, students and parents should be clear about the action that will be taken in any drug related incident. Staff should ensure that all cases of misuse of drugs, or suspected misuse, are reported to the Director or another member of the leadership group.
2. In all instances involving substance misuse or supply on the school's premises the school will seek to inform parents (if student is under 18) and ask for their co-operation.
3. The school will consider each drug incident separately however, the Governors believe that it essential that parents and students are clear about the normal sanctions that will be applied in particular instances, as follows:
 - a) a student who supplies any illegal drugs on the school premises will normally be permanently excluded for a first offence. In the case of the supply of a drug which is legal (including over-the-counter drugs) the Director will assess the seriousness of the incident before deciding whether to exclude permanently or for a fixed period. 'Supply' includes retailing drugs on the premises, communicating with a drug dealer on behalf of another student of the school, introducing fellow students to a drug dealer, and any other instance of procuring legal or illegal drugs for him/herself or other students. 'Supply' includes supplying for money or free-of-charge.

- b) a student who has been found to have taken an illegal substance will normally be excluded for a fixed period FOR A FIRST OFFENCE. The School will also determine what counselling needs to be provided and/or other action needs to be taken during or after the exclusion. As a condition of the student returning to school the student will be required to undergo regular or random tests for drug misuse, under the supervision of medically qualified staff. For a SECOND OFFENCE the Head of Lower School or Academic and Pastoral Principal will determine whether a further fixed term exclusion is appropriate, or whether it is appropriate to exclude permanently. In coming to a decision they will take into account any expert advice that may be available, and consider whether further counselling or testing is appropriate.

Offences during the holidays

If a student is involved in a drug-related incident during the school holidays the

Director will assess the implications for the student and the school and determine the best course of action bearing in mind the interests of the student and the interests of the school and wider community. The School will consult the appropriate Police Liaison Officer or other agencies before making a decision.

Involvement of the Police

The Director will determine whether to inform the Police Liaison Officer of any drug incidents involving the possession of drugs within the school and will seek relevant support and advice. Where the school suspects that drugs are being sold on the premises all relevant suspicions and information will be passed to the police.

Staff Training

The CDOS will endeavour to provide all relevant staff with appropriate training in drug education and the handling of incidents.

All staff should know this school policy and be informed of any changes to it.

Monitoring and Review

The school will review the policy regularly and will assess its effectiveness and whether any changes are necessary. Any changes will be notified to the staff and parents.

MF/PH-A 14 October 2009

20. Child Protection Policy

The School aims to provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties believing they will be effectively listened to.

The Head of Boarding Simon Bushnell, is the Lower School's designated Child Protection Coordinator (CPC) and the Head of Lower School, Pippa Hogg-Andrews the Deputy CPC. Charles Runacres is the CPC and the Academic Pastoral Head at the Upper School.

Introduction

The purpose of this policy is to set out clear guidelines and procedures which should be followed by all the staff at The Royal Ballet School whenever there is concern about possible or actual child abuse. Everybody within the school who has a managerial function is expected to ensure that these procedures and guidelines are available to, and understood by, all the staff for which they have responsibility. This policy is included in parent/ student handbooks at both the Upper and Lower schools and additional copies are available on request from the school secretary. This policy is also available to all staff via the School's I.T. network.

What is Child Abuse?

Where any person, having permanent or temporary custody of a child, mistreats or knowingly colludes with the mistreatment of that child this is deemed to be abuse.

Abuse can take several forms, and the following are commonly used categories:-

Physical Abuse

This is any actual or likely physical injury to a child which has been deliberately inflicted or knowingly not prevented. It often manifests itself as unexplained injury or as injuries where the explanation is not consistent with the extent or pattern of the injuries. (Giving a child poisonous substances, inappropriate drugs and alcohol can also come in this category)

Emotional Abuse

This is actual or likely adverse effects on the emotional and behavioural development of a child caused by severe or persistent criticism, rejection or emotional ill-treatment. This might also be associated with physical or sexual exploitation.

Neglect

Neglect is the failure to protect a child from exposure to danger or failing to carry out important aspects of care so that the child's health or development might be impaired. This could include poor attention to medical needs, cleanliness and physical care as well as failure to protect from cold and starvation.

Sexual Abuse

This is the actual or likely sexual exploitation of a child or adolescent or their involvement in any sexual activity which is unlawful, which they do not fully understand or to which they are unable to give informed consent. Activities which violate the sexual taboos of family roles may also be deemed abuse as may non-contact activities such as allowing the child to watch pornographic videos or to witness sexual activity.

It is the duty of all members of the school staff (academic, pastoral, administrative, domestic and maintenance and whether full-time or part-time) to be alert to the possibility of its occurrence and to act, in accordance with this policy, if they suspect it may be happening.

How do I recognise Child Abuse?

The simplest cases to recognise are non-accidental injuries and injuries which are not consistent with the explanation given. Concerns or incidents might be reported by another student or an adult but other signs which when taken together could indicate abuse are

- Unusual tiredness, inappropriate clothing or poor personal hygiene
- An change in appetite – a significant and prolonged increase or decrease
- Unexplained patterns of lateness or illness
- Sudden changes in behaviour or mood e.g. hyperactivity, extreme passivity depression
- Acting out of aggressive, disruptive, unacceptable or inappropriate behaviour in such a way as to indicate stress or turmoil
- Reluctance to change in front of peers and others of same gender
- Fear of medical treatment
- Stories of a 'friend' who suffers from abuse

Do not jump to conclusions because of the presence of just one of these factors they probably occur at some stage of maturity in many children. They should not be considered in isolation but viewed within the context of the child's overall demeanour and informed by your knowledge of the particular parent/child relationship.

Additional signs, which may be symptomatic of sexual abuse include

- Delayed or no learning progress
- Low self-esteem
- Acting in a sexually inappropriate way towards adults and/or peers
- Uneasiness or unusual behaviour with adults
- Drawings of a specific sexual nature

What should I do if I suspect abuse?

If any member of staff has reason to believe that a student may be suffering from abuse he/she must communicate that suspicion to the designated Child Protection Coordinator at the earliest possible moment. (If the suspicion is against the Child Protection Coordinator, communication should be made with the Deputy Protection Coordinator or directly with Ofsted Tel. 08456 404040.

If the suspicion is against another member of staff, please see 'whistle blowing' policy below.)

1. If any member of staff has reason to believe that a student may be suffering from abuse he/she must communicate that suspicion to the designated Child Protection Coordinator at the earliest possible moment.
2. If you have been approached by a student, then it is vital to listen to and reassure that student but do not promise that you will keep the conversation secret. Explain that you are ready to listen but that when you have heard the account there may be parts that you have to tell somebody else in order to get the help required.
3. The approach should be to acquire as much information as possible, without seeming to cross-examine the student. It is particularly important not to use leading questions or to put words into the student's mouth. It is better if the student can present his/her account uninterrupted and no suggestions should be made with regard to the interpretation of the alleged events.
4. Immediately after the conversation, careful notes must be made giving an accurate and full account of what was said. These notes should include all relevant information regarding the setting and circumstances of the communication, including the time and the persons present, and a copy of these notes must be given to the Child Protection Coordinator.
5. No further conversation should be conducted until there has been direct consultation with the Initial Response Team and their advice has been given.

All these processes must be conducted in conditions of complete discretion and information should only be given to other staff on a 'need-to-know' basis

How will allegations be treated?

General allegations

Any further investigations will be governed by the child protection procedures established by the Local Safeguarding Children Board. These are available from the Richmond Local Authority website (http://www.richmond.gov.uk/child_protection) from the designated CPC and in the Nelson Room at White Lodge. The school's Child Protection Coordinator will take any allegations to the Director of the school and, together they will decide whether it should be referred to the Initial Response Team* and if not, what further action is needed.

*Teams are called Initial Response Teams in Richmond (for White Lodge), Contact and Assessment Service in Hammersmith (Wolf House) and Social Services assessment teams in Westminster (Floral Street)

Allegations made against the Director or another member of staff

In the event of an allegation being made against the Director of the School, the School's Child Protection Coordinator will seek the advice of the local

Initial Response Team and/or the local police and will also inform the Governor with responsibility for child protection and the Chairman of Governors.

In the event of an allegation against a member of staff, the CPC will liaise with the Director and will seek the advice of the local Initial Response Team and/or the local police. Suspension pending further investigation by these authorities will be considered and a risk assessment will be put in place.

Child Protection 'Whistle blowing Policy'.

Staff must acknowledge their individual responsibilities to bring matters of concern to the attention of the CPC, or a member of the SMT, or their Line Manager and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

Contacting outside agencies.

Should a decision be made to refer a case to the Initial Response Team the parents of those involved will be informed. However should the CPC and Director decide that to inform parents would increase the risk to the child no contact will be made and further legal and CP advice will be taken.

If the Child Protection Coordinator has any doubts about the case before them they should take the advice of the Richmond (in the case of the lower school) or Hammersmith (Upper school) Social Services Department and their respective child protection coordinators.

Should a referral be made, the CPC should ask to be informed of the timing of the strategy discussions between the statutory agencies which will decide whether and how to investigate. The CPC should clarify with the investigating agencies when, how and by whom the parents and the child will be told that a referral has been made.

Recruitment and Training

The CPCs will undertake inter agency training provided by the Safeguarding Children Board with refresher courses being taken every two years. All staff, including the Director will undertake training that equips them with the knowledge and skills necessary to carry out their responsibilities for child protection. This training must be refreshed at a minimum of once every 3 years.

New members of staff and volunteers will be made aware of the schools arrangements for CP and their responsibilities as part of their induction process.

The School will operate safe recruitment procedures and make sure that all appropriate checks and references are completed (including CRB and list 99 checks)

The Head of the Lower school will attend Independent Schools multi agency child protection conferences and seminars and ensure that literature such as DfES and LEA guidelines, 'Every Child Matters' and 'Safeguarding Children in Education' is made available to all staff.

Role of Governors

One Governor will be assigned specific responsibility for child protection in the school. The Governor will undertake interagency training provided by the Safeguarding Children Board and refresher training to the same level as the CPCs. The nominated Governor is Mr Nicolas Chisholm.

Ofsted

Any incidences involving child protection must also be communicated by the CPC to Ofsted: Tel. 08456 404040

Review

The Child Protection Policy will be reviewed annually and brought before the Academic and Pastoral committee for approval. This review will include looking at how the duties of child protection have been discharged.

Contacts for Richmond (White Lodge)

What should I do if I think a child is being abused?

If you or a child is in immediate danger you should always phone **999**. If you are concerned that a child is being abused you can phone Social Services Initial Response Team on **020 8891 7969**.

Outside of office hours you can phone the Emergency Out-of-Hours team on **020 8744 2442**.

We also work closely with the local police. They have a specialist team who deal with Child Protection. You can contact them on **020 8247 6331**.

If you do not know whether to report your concerns you can phone the NSPCC where you can speak in confidence to someone who will advise you what would be the best thing to do. Their helpline number is **0808 800 5000**.

Revised November 2009
M Fosten- Child Protection Coordinator

This document will be revised in line with changes in best practice and legislation. These changes will be updated on the school's website. Questions or comments should be directed to the appropriate member of the Senior Management Team

21. Anti-Bullying Policy

Aims: We wish to make it clear to all students and staff that bullying is unacceptable.
always We are trying to establish an environment free from threats of any kind and from any source.
We want to allow all members of our community the opportunity to develop their skills and abilities, to be happy and to feel secure.
they We want all members of our community to have confidence that, if they are bullied, their complaints will be received sympathetically, investigated promptly, and treated in a sensitive manner which respects confidentiality.

Definition: Bullying involves a deliberate and hurtful act of intimidation, humiliation or malice carried out by a person or group in a strong position against a person or group in a weaker position. It usually, but not always, involves repetition rather than a single isolated incident. It can be overt (e.g. name calling) or covert (e.g. ignoring somebody).
The three main types of bullying are:-
Physical - hitting, kicking, biting, pinching, taking or hiding property
Verbal – name calling, teasing, insulting, writing nasty notes or emails
Emotional – excluding, isolating, tormenting, spreading rumours

Explanation: Any behaviour which makes you feel insulted, intimidated or hurt or which is intended to do these things, is bullying. It can include the following:-

The abuse of power by those in authority.
“Sending somebody to Coventry” i.e. deliberately ignoring somebody and encouraging others to do the same.
Any form of violence e.g. hitting, kicking, pushing, spitting, pinching etc.
Sending nasty messages in order to upset somebody e.g. by phone, note or e-mail.
Saying nasty things which are to do with race, colour, religion, appearance or sexual preference.
Threatening violence or unkindness to somebody
Spreading nasty rumours or circulating sensitive information.
Damaging somebody’s property
Taking or ‘borrowing’ somebody’s property or food by extortion or otherwise.
Deliberately contravening the School’s ICT Acceptable Use Policy in order to intimidate, or show unkindness to, another student.

For further help for Lower School students in dealing with bullying see the handout leaflet “Beating the Bullies” – available from the School Secretary or from the Tutor.

- Procedures:**
1. When an allegation of bullying reaches a member of staff they will record it in writing, as soon as possible and certainly on the same day, and bring this report to the Academic and Pastoral Principal or Deputy Head of Lower School.
 2. The Academic and Pastoral Principal or Deputy Head of Lower School will co-ordinate an immediate investigation into the circumstances of the complaint.
 3. If the complaint regards a group, every effort will be made to prevent collusion during the investigation.
 4. The tutors of any students concerned will be informed and asked to accompany their tutees, whilst they are questioned. Where this is not possible, another member of staff, acceptable to the student, will be asked to stand in for the tutor.
 5. The results of the initial investigation will be communicated to the Head of Lower School or the Academic and Pastoral Principal and, at this stage it will be decided whether to involve parents in the next stages.
 6. It is our intention to try, in the first case, to resolve such issues by getting all the parties together, to discuss the events and their causes and to seek reconciliation.
 7. If the events are such that this is not considered appropriate or where aggravation has been repeated, after previous attempts at reconciliation, sanctions may be considered appropriate.
 8. Details of any sanctions applied will be sent to parents in a letter informing them of the circumstances of the bullying incident and warning them of the consequences which might follow any further similar incidents.
 9. Should the sanctions involve suspension or exclusion they will be dealt with in accordance with the schools published 'Policy on rewards, sanctions and exclusion'
 10. The Chairman of the 'Academic and Pastoral Sub-Committee' of the Governors will also be informed of any major bullying issues.

Signs & Symptoms of Bullying Be aware of any changes in the general demeanour of people for whom you are responsible, changes which may suggest they are being bullied

include:-

Changes in behaviour patterns

- . They become withdrawn
- . They are easily upset
- . Their academic performance suffers
- . They cry easily; particularly at night
- . They say, regularly, that they have lost books or clothes
- . They start bullying other children

October 2009 MF/PH-A/SB

22. ICT Acceptable Use policy

This policy is an extension of the School Rules, covering specifically the use of 'RBS networks' and any computer equipment connected to them.

Section A - Computer Facilities

Overview

At the RBS we allow all students access to our computer network, enabling them to use standard applications (word processing, spreadsheet, database etc.) as well as online facilities such as the Internet and electronic mail. Every student is issued with a username, password and an e-mail address at the start of their career.

Access to the computer network is a considerable privilege and it is the students' responsibility to restrict themselves to usage which is ethical and appropriate. Failure to comply with the rules which govern the use of the network may result in either (a) punishment of the student, for example by means of the detention systems which operate at different levels in the school, or (b) in serious cases, reference to the student's Head of School. Parents will be informed when serious breaches of the Acceptable Use Policy have occurred. Further action will be carried out if deemed necessary.

Students are encouraged to make use of ICT facilities in support of their studies in all subjects, including the writing up of coursework assignments and other projects. Recreational use of the network is also permitted, though within clearly stated limits which are designed to give priority to students wishing to use the computers for academic work.

The RBS provides a network environment in which students can assume that their legitimate use of computers and the data that they store are secure against interference by other users. Students should not, however, assume that their activities are completely private. Authority has been delegated to the I.T. Department to determine appropriate use and to monitor user accounts and fileserver space as judged necessary. Hence, records of usage, files that have been stored, and e-mail messages that have been sent or received may be scrutinized by the members of staff responsible for management of the network either (a) during routine system maintenance, or (b) if there is reason to suspect misuse of the network.

Rules

The following rules apply in all the areas of the RBS where computers are provided for access by students.

General Conduct and Use in the I.T. Room

1. Students should conduct themselves in an orderly and quiet fashion, and must always show consideration for other users.
2. No food or drink may be consumed.

3. Any damage to computers, furniture or fittings should be reported to a member of staff without delay. The same applies to any apparent malfunction of equipment.
4. Students using computers before school and during morning break, lunch break and private study periods must leave the computer rooms in time to arrive punctually for their next timetabled commitment.
5. Only one student should be seated and working at a computer at any one time.
6. Chairs should be placed tidily in the rooms before leaving.

Use of the Network

1. When logging on to the network, a student must always use his own user identification and password. Any attempt to impersonate another user will be treated as a serious offence, as will any attempt to interfere with data stored on the network by another user. These activities are in fact illegal under UK law.
2. Never, under any circumstances, use another person's account or attempt to log on as a system administrator.
3. Vandalism is defined as any malicious attempt to harm, modify, or destroy data of another user. The RBS network or other networks connected to the
4. Internet must not be vandalised. This includes the uploading or creating of computer viruses.
5. Harassment is defined as the persistent annoyance of another user, or interference with another user's work. Harassment must never occur; this includes, but is not limited to, the sending of unwanted email (see below).
6. If you feel you can identify a security problem on the RBS system you must notify a member of staff immediately. You must not demonstrate the problem to other users.
7. Students must never divulge their passwords to other students or to users of computers outside the RBS. Any student who suspects that this has happened accidentally should change their password without delay.
8. Before leaving a computer, students must always log off the network and check that the logging out procedure is complete.
9. Students must not attempt to gain access to the local drive of any machine or to create local accounts (administrative or otherwise).
10. It is strictly forbidden to attempt to share drives, folders or files across the network.
11. Only software that has been provided on the network may be run on the computers. Students are not permitted to import or download applications or games. In many cases it is illegal to do so.
12. You are reminded that it is a breach of the RBS Plagiarism Policy (and of the rules of examination boards) to pass off another's work as your own. This prohibition extends to information accessed electronically as it does to that gained in other ways.

13. Students must be aware of, and comply with, the restrictions placed on certain kinds of usage; notably the playing of games on particular machines and at particular times of the day, where others wish to do academic work.

Section B - Internet and E-mail

Overview

The RBS's Internet access is provided by Select Services. The filter is continually updated, though there can be no absolute guarantee that unsuitable material is never available to users. Students are given training in effective use of the Internet as a research tool at various stages throughout their RBS career.

We regard the use of the Internet to search for and use information related to a school subject or to a hobby as acceptable.

Every student in the RBS has access to the Internet and has an RBS e-mail account.

Rules

E-mail and the Internet represent an important learning resource; however they can be wasted or abused. When using these facilities, students are expected to use their common sense and behave with normal standards of courtesy.

General Netiquette

Students must not:

1. Send electronic communications which are impolite, indecent, abusive, discriminatory, racist or in any way intended to make the recipient feel uncomfortable.
2. Disclose to a third party the personal details of any other student.
3. Access any inappropriate Internet site.
4. Breach another person's copyright in any material.
5. Upload or download any unauthorised software or attempt to run that software. In particular hacking, encryption and other system tools are expressly forbidden.
6. Purchase goods or services via the computer network.
7. Use the computer network to gain unauthorised access to any other computer network.
8. Attempt to spread computer viruses.
9. Engage in activities that are prohibited under UK Law. Thus the transmission of material subject to copyright or protected by trade secret is forbidden, as of course is any threatening or obscene matter.

Personal Safety

1. In addition, students need to be aware that thoughtless use of e-mail and the Internet may jeopardise their personal safety either at school or outside school. Students should therefore:

2. Never arrange a meeting in person with anyone they have “met” or only communicated with by computer, without prior parental approval.
3. Not respond to messages or bulletin board items that are indecent, suggestive, belligerent, discriminatory, threatening, or which make the student feel uncomfortable or unsafe in any way. If such a message is encountered the student should report it to his form tutor and parents.
4. Be aware that any person they “meet” or communicate with online may pretend to be someone else.
5. Remember that anything they read online may not be accurate.
6. Ignore offers that involve either financial transactions or personal meetings.
7. Not disclose any personal details, such as their home address or telephone number, across the Internet.

SB / MA-C January 2010

Appendix 1

The Royal Ballet School - SCHOOL HARDWARE AND NETWORK

1. I recognize that the use of a computer is a privilege and agree to be respectful of this expensive equipment and not abuse or mistreat computers, software, peripherals, CDs, network cables or other computer materials in any way.
2. I will not bring or consume any food or drinks in any room where computers are located.
3. I will not attempt to obtain or enter any passwords other than those that I provide for my own files.
4. I will not reveal the personal address, phone number or other details of myself, other students, or staff at the Royal Ballet School.

Security on any computer system is high priority, especially when the system involves many users. A user must never allow others to use his/her password. Users should also protect their password to ensure system security and their own privileges and ability to continue the use of the system.

If you feel you can identify a security problem in the internet, you must notify a system administrator. Do not demonstrate the problem to other users. Attempts to log onto the network as a system administrator will result in cancellation of user privileges.

5. I will not install nor use on school computers any software or programs which are not provided by The Royal Ballet School.
6. I will not engage in any physical activity (horseplay, running, roughhousing, etc.) in any room where computer equipment could be damaged.
7. I will not disconnect power cables, network cables or any other peripheries connected to a School computer.

Vandalism is defined as any malicious attempt to harm, modify, and destroy any components of the machines, destroy data of another user, Internet, or other network area connected to the Royal Ballet School network. This

includes, but is not limited to, the introduction of viruses. Harassment is defined as the persistent annoyance of another user, or the interference of another user's work. Harassment includes, but is not limited to, the sending of unwanted mail.

8. I will not engage in any activity for profit on school equipment.

INTERNET and E-MAIL

9. I agree not to send electronic communications which are impolite, indecent, abusive, discriminatory, racist or in any way intended to make the recipient feel uncomfortable.
10. I agree to download from the internet system only materials and/or information which have been approved in advance by the ICT team.
11. I agree not to access any inappropriate websites.
12. I understand that Royal Ballet School personnel reserve the right to review any material on user accounts and/or school computers and to monitor file server space in order to determine if specific uses of the computers/network are inappropriate.
13. I agree not purchase goods or services via the computer network.
14. I agree not use the computer network to gain unauthorized access to any other computer network.
15. I agree not to breach another person's copyright in any material.

Users may encounter material which is controversial and which users, parents, teachers or administrators may consider inappropriate or offensive. The Royal Ballet School has a level four Surf Control program in place, restricting access to designated sites and themes. However, on the Internet, it is impossible to control the content of data and a user may discover controversial material. It is the user's responsibility not to initiate access to success material. If such material is inadvertently encountered, the link must be terminated immediately. The Royal Ballet School will not be held liable for any decision to restrict or regulate access to Internet materials via Surf Control.

WIRELESS NETWORK AND PERSONAL HARDWARE

16. I agree not to disclose wireless access passwords (WEPs) to anybody who is not a member of school personnel.
17. I agree not to access any inappropriate websites whilst connected to The Royal Ballet School wireless network.
18. I understand that Royal Ballet School personnel reserve the right to review any material on user accounts and/or personal laptops to determine if specific uses of the computers/network are inappropriate.
19. I agree not purchase goods or services via the wireless network.
20. I agree not use the wireless network to gain unauthorized access to any other computer network.
21. I agree not to breach another person's copyright in any material.
22. I understand that access to the wireless network can only be conducted during designated time periods predetermined by ICT and House Staff at White Lodge.
23. I

24. understand that any personal laptop brought in from home is the sole responsibility of the student in question and that The Royal Ballet School is not responsible for any damage that may occur.
25. I understand that The Royal Ballet School cannot be held responsible for any viruses or any software problems that may occur when downloading from the Internet whilst connected to the wireless network.
26. I confirm that I have read the school's policy on the use of camera phones, digital cameras and camcorders within the school.

MOBILE PHONES

27. I will not use my mobile during school lessons or at other times which are imposed at the discretion of Staff.
28. I will not disclose my mobile number to anyone I do not know and will never post my number on a website.
29. I will never return a call or a text message to anyone I do not know.
30. I will not reply to text messages saying that I have won a prize.
31. If you receive abusive text messages, keep them. You do not have to read them. When the time comes to take action, these messages can be used as evidence.

If you do receive abusive text or chat messages, ask for help from your Form Tutor, Head of Year, the School Nurse or a School Counsellor. You can also contact your mobile phone network provider.

SB / MA-C January 2010

23. Policy on rewards and sanctions

General

In approving this policy the governing body has consulted the Director, staff, parents and students at the school. It will be reviewed annually or earlier if necessary.

School Ethos

The governors expect the school to be a place where:

- all individuals are respected and their individuality valued
- where students are encouraged to achieve
- where self-discipline is promoted and good behaviour is the norm
- where rewards and sanctions are applied fairly and consistently

The school aims to provide, in a caring environment, artistic and academic training of the highest calibre, offering all students a positive learning experience that is constantly monitored for potential improvement.

Responsibilities

The Director

The Director's role is to determine the detail of the standard of behaviour acceptable to the school, to the extent that this has not been determined by the governing body. The Academic and Pastoral principal and the Head of the Lower school have the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Director is expected to:

- promote self discipline and proper regard for authority among students
- encourage good behaviour and respect for others, and to prevent all forms of bullying among students
- secure that the standard of behaviour is acceptable
- otherwise regulate the conduct of students

All Staff

All staff are expected to encourage good behaviour and respect for others in students, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline. Heads of Departments are charged with using their best endeavours to ensure that programmes of study and the methodology used in the Department are well thought out and of a consistently high standard.

Standards of behaviour

- The school has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school.
- All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour.
- Punctual attendance at school and lessons is required.

- All students will be allowed to live in the school in an atmosphere that is free from any form of anti social behaviour operated by their peers.
- All absence from lessons must be explained and unexplained absence will be followed up by the appropriate member of staff.

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

Through regular discussions at school council meetings the school endeavours to ensure that staff apply all standards consistently and fairly.

Rewards and sanctions

All rewards and sanctions must be applied fairly and consistently. None of the school's punishments will be degrading or humiliating.

Rewards

Wherever possible staff should use their own reward systems to encourage good behaviour.

The rewards used by the school are:

Commendations

Academic, ballet or house staff can award commendations to students for individual achievements. These achievements can be single cases of good work, community service or being exceptionally helpful. They can also be awarded for sustained effort or achievement over a period of time. Those students on 'Success Maker' can earn commendations for the completion of key tasks. Students then take their commendations, with the work if appropriate, to the Head of White Lodge in order for them to be recorded.

A voucher is presented once a student has gained 5 commendations.

Progress and Excellence Prizes

Prizes for progress and for excellence in academic areas and dance are presented to members of each Year Group at the end of year assembly.

Inter-House Shield

The shield is awarded annually to the House with the best aggregate score in the year's Inter-House competitions. It is presented at final assembly in the summer term.

Sports Trophies

An award is given at the final assembly of the year to the student(s) chosen by the PE teacher for all-round sporting achievement, progress and commitment.

Other Awards and recognition of achievement.

- Senior Choreographic Award
- Junior Choreographic Award
- Music Competition
- Inter-House Swimming Gala
- Inter-House Quiz
- Christmas decoration competition
- Various other prizes e.g. for dormitory based events

Sanctions

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

All staff must seek to ensure that punishments are proportionate to the offence, and should enable students to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

The following sanctions may be used in the school in appropriate cases:

Sanctions and Reacting to Bad Behaviour.

Where bad behaviour does occur, it is important to react quickly and calmly to exert authority and restore good order as quickly as possible. Schools do have the legal authority to impose reasonable punishment where necessary but it is also important to assess, objectively and honestly, the reasons if any, for the bad behaviour and to work to eliminate these.

A number of general rules apply; all staff will need to take into account a number of factors.

- not over-react as it might provoke an escalation of an already difficult situation.
- avoid the punishment of whole groups of students, unless there are exceptional circumstances.
- pick out the 'ringleaders' if it is appropriate, but do not make individuals scapegoats for a class or group.
- not use punishments which are humiliating or degrading.
- make sure punishments are in proportion to the severity of the offence.

Simpler problems may be resolved in less formal ways:

- Moving students within the classroom or isolating an individual from a peer group.
- Seeing a student at the end of the lesson or during some suitable free time in the day.
- Referring a student to a more senior member of staff or to his tutor
- Contacting parents and discussing the problem with them

Once the decision has been taken to impose some sanction it may take many forms:

- Supervised completion of assigned work or the setting of additional work
- Interruption or curtailment of free time
- Detention
- Withholding privileges
- removal from the group/class or particular lesson
- withholding participation in educational or recreational visits
- temporary or permanent exclusion
- community service

Recording sanctions

It is important to make sufficient and accurate records of the punishments we use; these will enable us to monitor the behaviour patterns of groups and individuals and also to demonstrate, to those agencies that are appointed to regulate schools, that we are using effective and appropriate measures. There is a sanctions record book in the Nelson Room and any non-trivial sanctions should be recorded in this, examples of this would include – periods of exclusion from a dormitory or classroom, detention, letters to parents, removal of privileges and temporary or permanent exclusion from school.

Exclusions

Only the Director can exclude a student. Recommendations for exclusion can only be made by the Academic and Pastoral Principal or the Head of the Lower school.

Students may be excluded for one or more fixed periods or permanently.

Fixed Periods

For serious but relatively minor breaches of the school's behaviour/discipline policies, students can be excluded for one or more fixed term periods not exceeding 45 school days in any one school year.

A decision to exclude a student permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail, where the continued presence of the excluded student in the school would seriously damage the education and welfare of other students and staff or if an exceptional 'one-off' offence has been committed, e.g.:

- serious violence, actual or threatened, against a student or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

Drug-related Exclusions

Any decision to exclude in a drug-related case will be based on the criteria spelled out in the school's drug policy.

Alternatives

Before resorting to exclusion the school will normally try alternative solutions:

For example:

- a restorative justice process – whereby the harm caused to the 'victim' can be redressed;
- internal exclusion (removal from class, but not the site)

Inappropriate Exclusion

The school does not see exclusion as normally appropriate in the following cases:

- minor breaches of discipline
- poor academic performance
- truancy or lateness
- non-compliance with uniform regulations

Parental Co-operation

Parental co-operation forms part of the contract between the school and all parents of students at the school. A refusal to abide by the terms of exclusion may be considered a breach of contract.

Appeals

Parents are entitled to appeal to the governing body against any exclusion. A letter stating the intention to appeal should be sent to the Chairman of the Governing Body at the school. A hearing will be set up as quickly as possible, but within 10 days at the latest.

The Governors' decision is final.

Continuing Education

The School will continue to provide education for a student who remains on roll) and in the case of an exclusion of more than 15 days, the school will consider:

- how the student's education will continue;
- how his/her problems might be addressed in the interim;
- reintegration post-exclusion

Corporal punishment and restraint

In accordance with the law there is no corporal punishment allowed by the school. However, if authorised by the Head, a teacher, or other member of staff, may use 'reasonable force' to prevent a student from:

- committing an offence
- causing personal injury or damage (including to themselves)
- engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time

The Director has authorised all teaching staff to use reasonable force in the above circumstances.

Behaviour support systems

The school has a number of programmes and techniques for supporting behaviour management, these can be tailored to suit their needs of the student in full consultation with the parents, the students and professional advisors e.g. the school nurse or the school counsellor.

Involvement of Parents

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Head or Head of Boarding at the Lower School or the Academic and Pastoral principal

Parents are also encouraged to support good behaviour and positive habits in their children through the home/school agreement and through parents meetings.

Involvement of staff

The working of the school's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with students in form/tutor group time.

Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action. Training in behaviour management will be provided from time to time.

Involvement of students

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views.

The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns.

Discussions in Form/tutor group time will inform the deliberations of the School Council.

All staff, particularly year group leaders and form tutors, are responsible for ensuring the positive contribution of students.

The Head of the Lower school in consultation with the Head of SEN will ensure that the needs of SEN students are properly taken into account, and their participation in the consultation process is assured.

Consultation

The Director will seek the widest possible agreement for this policy, and will report at least annually to the governing body on its implementation.

Equal opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

Publication

A summary of the policy will be given to all parents and prospective parents of students at the school.

Links with other policies

The Policy should be read alongside the following:

- the school's statement of ethos and aims
- the school development plan
- the drugs policy
- the anti-bullying policy
- the complaints procedure

24. A complaints procedure for parents and students of The Royal Ballet - Lower School

Aims

As The Royal Ballet School is a complex organisation, the intention of this document is to meet the requirements of DCSF and standard 5 of the National Minimum standards for boarding schools: *The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents*

This policy seeks to explain the systems we have put in place to reassure you and to give you confidence in our willingness to listen to you and in our determination to be open, honest and fair in our dealings with you.

Our Intentions

In pursuit of these aims, your concerns and complaints will enable us to modify and improve our procedures, where necessary, and so we have resolved to:-

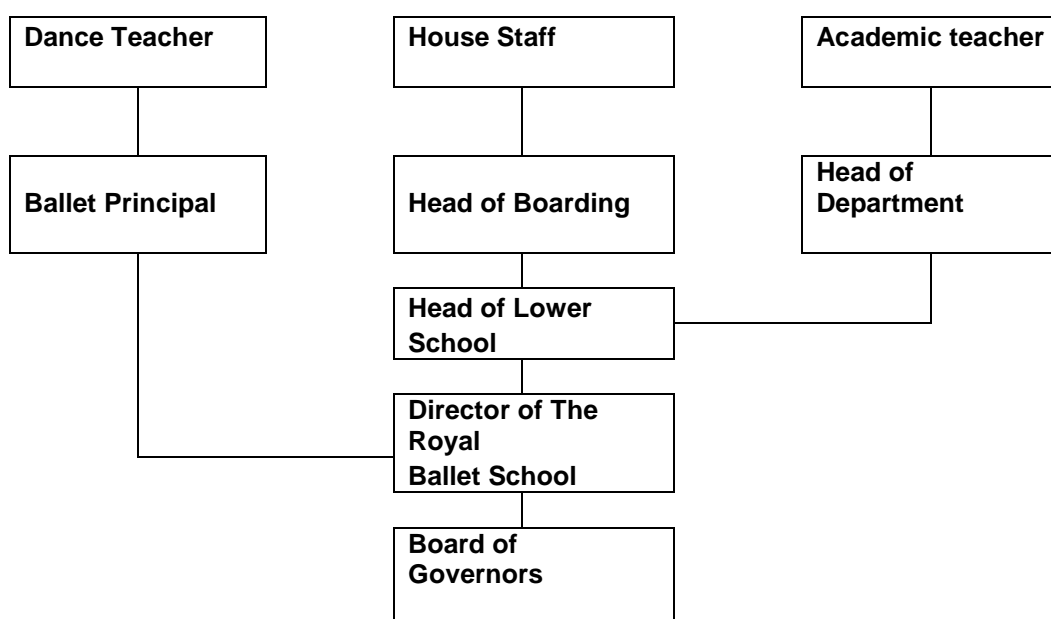
- Make it as easy as possible to submit a complaint
- Treat each complaint as a constructive expression of dissatisfaction with an aspect of school life and, as such, deserving of a response
- Treat each complaint seriously, however it is made, whether in person, by telephone or in writing (letter, fax or e-mail)
- Deal with it promptly and politely; where appropriate, this may be by telephone or in conversation
- Respond appropriately, with for example
 - a) an explanation
 - b) an apology, if we have made an error or
 - c) information on the action we have take
- Learn from your comments and complaints by referring the outcomes to the Senior Management Team
- Make and keep confidential records of your complaints (and whether they are resolved at a preliminary stage or proceed to a full panel hearing) so that they are available for consultation in the future

How to make a complaint

We would encourage all parents to air their concerns informally in the first instance to allow us an opportunity to respond and resolve if at all possible. In the event of you wishing to take the complaint forward in a more formal manner the following procedure should be adhered to.

We believe that

- in the first instance, it is better to deal with these matters personally and at the earliest point possible on the path (see diagram below)
- it is usually best if you make contact directly with the member of staff concerned
- if your complaint involves an allegation against a member of staff, it will be immediately passed to the Director who will either investigate herself or appoint somebody to investigate on her behalf.
- In the event of a complaint against the Director you should contact the Chair of Governors



You can make a complaint either orally or in writing.

Oral complaint

If you make your complaint orally, a record will be made, as soon as possible, by the person to whom you speak. Matters raised orally will usually be responded to by telephone unless you express a wish for a written reply.

We will acknowledge your message and respond to your oral complaint within 4 days.

If we are not able to provide a full reply within this time, for instance, because an investigation is necessary, we will tell you what is being done and when you can expect a full reply.

If possible in the case of oral complaints, the person to whom you speak will try to deal with the matter immediately (possibly by reference to a senior colleague) and

1. You will be asked to confirm your satisfaction with this process.
2. If you are not satisfied, you will be asked if you would like a meeting in school to see if the problem can be resolved
3. If you are unable to attend such a meeting or, if you think it is not appropriate, it may be suggested that you put the complaint in writing.

Written Complaints

You may make a written complaint by letter, fax or e-mail but please include a full postal address for our reply and a telephone number so that we may contact you if we require more details.

We will make a written response within 4 days of receipt of your communication.

If we are not able to provide a full reply within this time, for instance, because an investigation is necessary, we will tell you what is being done and when you can expect a full reply.

If you are not satisfied with the outcome, you are free to raise the matter at the next highest or any further level.

The Outcome of your complaint

The School will advise you when, in its view, your complaint has been resolved. This reply will also contain details of whom you should contact next, if you believe that your complaint has not been dealt with properly.

If, after reference to the Director, you are still not satisfied with the response that you have received, you will be free to refer the matter to the Chair of Governors, who will appoint a panel, consisting of at least three people (one of whom will be independent of the running and management of the School) who were not directly involved in the matter detailed in the complaint.

Parents will be able to attend and be accompanied at the panel hearing if they wish. If the panel finds that your complaint has been dealt with fairly, the case will be closed and we will not respond to any further communications about the matter. The findings of the panel will be communicated to the complainant and where relevant the person complained about. A written record will be held on school premises for inspection by regulatory bodies when required.

Contact details if required

Miss G Stock
Director of the Royal Ballet School
The Royal Ballet School
46 Floral Street
Covent Garden
London WC2E 9DA
0207 836 8899
gailenes@royalballetschool.co.uk

The Marchioness of Douro CBE
Chair of Governors
The Royal Ballet School
46 Floral Street
Covent Garden
London WC2E 9DA
0207 836 8899
ladydouro@royalballetschool.co.uk

MF/PH-A October 2009

25. Policy for Sponsors regarding Access to Students

The Royal Ballet School and its students benefit greatly from the generosity of many individuals, families, trusts and other organisations who agree to contribute financially to the training and welfare of certain students within the school. We welcome the interest shown in these students and are delighted to be able to provide a number of opportunities throughout the year for the Sponsor to be able to see these students in performance and to meet with them in less formal situations about the school.

Background

The school has become increasingly aware through the development of its child protection policy, through child protection training undertaken by staff and through Government publications such as 'Every Child Matters' that there must be very close control over the access granted with our students regardless of the support provided by benefactors. It must also be said that this is a two way process and that certain benefactors have required some protection from the unwelcome demands placed on them by the sponsored student and/or their families. It is for these positive reasons that we felt it important to devise guidelines for Sponsors regarding appropriate access and communication with their Students and would ask that the following procedures are followed.

1. Contacting the Student

The advice of child protection specialists is that there should be no direct contact with students by phone, text message or email. We therefore ask that any communication with a student is made via the School's Development and Publicity Office at the address below. We expect our students to keep Sponsors informed of their progress through letter or card and this would be our preferred method of communication. Sponsors are strongly discouraged from giving their own personal contact details to students and their parents

2. Offering Additional Assistance

We ask that Sponsors refrain from making informal approaches to students offering additional assistance such as financing flights, summer schools or topping up their maintenance grants. Although this is greatly appreciated we would ask that any additional assistance is offered through the Development and Publicity Office at the School. Should the Sponsor be approached by the student or their parents for additional assistance they should immediately inform the School's Development and Publicity Office who will investigate and advise the Sponsor on an appropriate response.

3. Presents and Other Gifts

A number of Sponsors have in the past sent gifts to students at the school. Whilst we appreciate the sentiments behind such gifts they have occasionally been known to cause ill feeling from other students and sometimes created a situation where the student felt under pressure to reciprocate in some way. We are happy for token gifts, such as a card or flowers to be sent to students on their birthday or following a performance. Once again however these should be sent via the Development and Publicity Office

4. Entertaining Students

The School's child protection policy dictates that Sponsors may not take students out from the School unless they have current Criminal Records Bureau (CRB) clearance through The Royal Ballet School. Where there is CRB clearance, Sponsors may invite a student, with at least one friend (or parent or member of staff from the RBS), but this should be arranged through the Development and Publicity Office. The student should never attend the Sponsor's home alone and the Sponsor would also be advised to ensure that there is always another adult present at any meeting at their own home attended by students from the School. A similar protocol should be applied to taking students out for a meal or to the theatre. Once again such invitations should be made through the Development and Publicity Office and students must always be accompanied by a friend or a chaperone and Sponsors should where possible, also have another adult with them.

5. Transport

Sponsors should never be alone in a car with one or more students.

6. Age Restrictions

The School accepts that once a student becomes 18 they assume the status of an adult within the law and are responsible for taking their own decisions independently of their parents. However students aged 18 and above, who remain members of the School, are still the School's responsibility as they follow our system of training. We hope that Sponsors will be happy to comply with the above procedures whilst our students remain members of the Royal Ballet School and thank you for your cooperation in this matter.

Development & Publicity Office:

The Royal Ballet School, 46 Floral Street, London WC2E 9DA

Tel: 020 7845 7073

Email: natalieh@royalballetschool.co.uk

26. Numeracy and Literacy guidelines

Cross-Curricular Numeracy Policy

The use of numeracy across the curriculum offers students an invaluable opportunity to apply their mathematical skills to real life situations. Some of the best opportunities to use mathematics are in the contexts of other subjects.

Aims

Our whole school aims are as follows:

- To develop and maintain standards in numeracy across the curriculum
- To enable students to acquire and develop mathematical language, skills, knowledge and understanding within their individual capabilities
- To develop logical thinkers who become secure in numeracy through an understanding of the nature of number, space, relationships and patterns
- To assist the transfer of students' knowledge, skills and understanding between subjects
- To equip students with strategies to enable them to apply mathematics to real and unfamiliar situations beyond the classroom

Thus students will be able to:

- describe, explain and justify their quantitative thinking
- handle data skilfully and with confidence
- accurately construct graphs and use metric measurements and this will enable them to:
- cope with the mathematical demands of daily life
- use numeracy skills more effectively in all areas of the curriculum
- have a greater likelihood of achieving economic well-being in their daily lives

Objectives

- To build on the skills acquired through the KS2 Numeracy Hour and develop them effectively
- To involve all staff in helping students to improve and apply their numeracy skills
- To ensure that all students develop an appropriate mathematical vocabulary
- For Mathematics to be one of the five A*–C GCSE grades, as specified in the Outcomes Framework

Implementation

Teachers of Mathematics should:

- be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments so that a correct and consistent approach is used in all subjects

- provide information to other subject teachers on appropriate expectations of students and the difficulties likely to be experienced in various age and ability groups
- through liaison with other teachers, ensure that students have appropriate numeracy skills by the time they are needed for work in other areas
- work with the SENCO to identify specific mathematical targets and numeracy IEPs for students, where appropriate

Teachers of subjects other than Mathematics should:

- ensure that relevant mathematics is used throughout the curriculum as opportunities occur
- ensure that they are familiar with correct mathematical language, notation and techniques relating to their own subject and encourage students to use these correctly (see Appendix 1)
- create a positive approach to mathematics and numeracy in all areas of the curriculum
- be aware of the wide variation in mathematical knowledge and understanding in students of the same age, but strive to enable all students to reach a level of competency
- be aware of the difficulty students have in transferring skills taught in mathematics lessons to other areas of the curriculum

Monitoring and Evaluation

The numeracy skills of students should be monitored and evaluated as follows:

- Regular assessment, review and moderation of students' work
- Analysis of MidYIS, GCSE results and other standardised tests

DF 19/06/09

Cross-Curricular Literacy Policy for the Royal Ballet School

This policy is informed by the following documents: the DFES Literacy and Learning; Assessing Students' Progress (2008)

DFES: Literacy and Learning initiative states:

1. *It is important to link literacy and learning because good literacy skills contribute to learning, whereas poor literacy skills are a barrier to learning.*
2. *Literacy skills need to be taught systematically and consistently.*
3. *Students should be given regular opportunities to consolidate their literacy skills by using them purposefully in order to learn.*
4. *All teachers in a school must share the responsibility for developing literacy and learning 'hand in hand.'*

October 2004

Our Whole School Aims:

- To recognise that all teachers are facilitators of literacy in their subject.
- To recognise that literacy skills underpin subject specific skills and knowledge

- To raise literacy attainment at all levels of ability
- To ensure that all students have the opportunity to become effective readers, writers and communicators.

Objectives

- To raise potential of every student
- To capitalise on the best practices of KS2 Literacy Strategy with which most students will be familiar.
- To assess their literacy attainments more effectively
- To involve all staff in the assessment and delivery of literacy
- To devise whole school strategies for literacy development.

Monitoring and evaluation

- Direction from senior management on cross-curricular literacy objectives written into subject documents
- Head of English to inform and implement literacy initiatives.
- A curriculum committee, to include the Head of English, to offer recommendations and to disseminate information across departments.

Implementation

- In the responsibility of every subject teacher to recognise links between Literacy and Learning through: ***Speaking and Listening; Reading and Writing.***

Awareness of need for further specific action

- Departments refer concerns of a specific literacy issue or issues in the first instance to the SENCO.

Key Literacy Objectives for Departments

Speaking and Listening: All departments use talk

- for a range of purposes and audience
- for questions and answers
- to explore and evaluate
- to plan, discuss, and problem solve.

Writing: All departments use writing:

- in a variety of forms and purposes for different audiences.
- for teaching how to plan, draft and edit

Reading: All departments use reading:

- for information gathering from books including school library, internet and other ICT forms.
- to develop an interest in reading around the subject matter for enjoyment and enhancement of learning.
- to extend learning strategies and retrieval skills

Action and Best Practice

All departments may improve literacy skills of all students in **speaking and listening**

- By encouraging talk as valuable learning tool
- By making full use of talk in role-play, group and pair work; debate, drama if appropriate
- Identifying differences between Standard and Non-Standard English
- By using ICT, such as Power Point Presentations, as opportunities for focused talk.

All departments may improve literacy skills of all students in **reading**:

- By using a wide range of written, electronic or other documents in the subject
- By presenting reading at appropriate levels to ability and context
- By guiding students through wider reading and teaching research and retrieval skills in the subject area and beyond
- By teaching students how to skim read and to recognise recurring subject-specific vocabulary.
- By hearing students read from their texts aloud to assess readability and to identify students with reading difficulties.
- By recognising the appropriate readability of texts and worksheets regarding vocabulary and also layout, spacing and colour – pastel is better for dyslexic students.

All departments may improve literacy skills of all students in **writing**

- By modelling writing for given tasks and by defining the relevant style for the task
- By recognising the need for accuracy in ICT work undertaken
- By compiling a folder of exemplar material
- By giving clear details of length, style, form and tone when setting written work
- By displaying useful words and phrases, including subject specific vocabulary, in the classroom and teaching and testing the spellings of these words.
- By encouraging presentation skills including handwriting and accurate spelling
- By making the most of frequent, accurate, displays of students' work.

SG 2009

27. Sex and Relationship Education Policy

Introduction

In accordance with section 1 of the Education Reform Act 1988* and DCSF Sex and Relationship Education guidance July 2000, any school curriculum should be one which:

- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society;
- Prepares such students for the opportunities, responsibilities and experiences of adult life.
- This includes giving all students the opportunity of receiving a comprehensive programme of SRE education during their school careers. The Royal Ballet School seeks to follow those guidelines offered by the Government to maintained schools by ensuring that:
- Sex and Relationship Education (including education about HIV and AIDS and other sexually transmitted diseases) is provided for all registered students
- Any Sex and Relationship Education is provided in such a manner as to encourage young people to have regard to moral considerations and the value of family life.
- The parents of a student may, if they wish, withdraw that student from all or part of the Sex and Relationship Education provided in a PSHE programme.

Sex and Relationship Education at The Royal Ballet School

Although not bound by the legislation applied to the maintained sector, The Royal Ballet School recognises that the needs of our students for information and guidance are no different from those of students elsewhere. The school therefore offers a comprehensive programme of Sex and Relationship Education which is provided through specific lectures and PSHE lessons and also through other curriculum areas such as science, English and drama. Although parents have the right to withdraw their child from SRE lessons they may not be withdrawn from any work that forms part of the examined science specification.

Description of School

The Royal Ballet School – is an independent day and boarding school for Around 205 boys and girls aged between 11 and 19. Year 7 – 11 are based at White Lodge in Richmond. Year 12-14 are based at the Upper School in Covent Garden.

Moral and Values Framework

The Royal Ballet School aims to provide a challenging and demanding education in a friendly and supportive environment for boys and girls of mixed ability from a variety of social, ethnic and religious backgrounds. The school is committed to addressing the personal and social development of our students and attempts to achieve these aims through the academic curriculum, some extra-curricular activities and a well-developed pastoral system.

Description of Policy Formation and Consultation Process

This policy was formulated by a committee which included the Head of the Lower School, Head of PSHE, Head of Science, School Nurse and two members of the academic staff. The consultation process involved the Academic and Pastoral Principal, The Parent teacher association and the Governors. Parents may view this policy on the website or receive a hard copy of the policy on request.

Description of Programme of Study Formulation and Consultation Process

The Programme of Study was formulated by a committee which included the Head of the Lower School, Head of PSHE, Head of Science, School Nurse and two members of the academic staff. The consultation process involved the Academic and Pastoral Principal, the PTA, and the School Council. Parents may view this policy on the website or receive a hard copy of the policy on request.

Aims and Objectives of School Sex and Relationship Education Policy

The Royal Ballet School aims to deliver Sex and Relationship Education to all students. This should:-

- Inform students about moral, emotional and health issues to enable them to make considered judgments and informed decisions when developing their own code of living.
- Contribute to students' learning about relationships, attitudes and feelings and how people live and work together.
- Help students to recognise the unique nature of each individual and encourage them to understand the importance of loving relationships based on mutual respect.
- Help students recognise their sexual nature as a part of their whole personality; this determines what a person is and not what they can do.
- Reassure students that sexual development is a normal part of growing up. By presenting relevant facts, this will help them to come to terms with the emotional upheaval of adolescence.

Organisation

1. Sex and Relationship Education is primarily delivered through PSHE and within the science department, although some of the aspects will be covered by other subject areas.
2. The Head of PSHE, with consultation with the Head of Science, will be responsible for the planning and delivery of the Sex and Relationship Education Programme, using a wide variety of resources.
3. Outside speakers will be used to deliver parts of the Sex and Relationship Education programme at both the Upper and Lower Schools. These will be selected by the Head of PSHE, Head of Lower School and the Academic and Pastoral Principal.
4. The effectiveness of the Sex and Relationship Education Programme will be reviewed annually by the Head of PSHE using student and staff feedback.

Specific Issues Statements

1. Issues such as contraception, homosexuality, abortion, AIDS, HIV and STIs will be dealt with on a factual basis. No attempt will be made to promote one particular viewpoint but students will be encouraged to evaluate the moral implications involved.
2. Teaching will be to the group as a whole. The Government advises that teachers cannot act as confidential counsellors on sexual matters to individual students.
3. Parents are informed that they may withdraw their child from Sex and Relationship Education lessons that are not part of a specific examination syllabus. Any queries or concerns should, in the first instance be addressed to the Head of Lower School. No reasons need to be given by parents wishing to withdraw their child, but a written application will be necessary.
4. Parents considering withdrawal should give thought to the fact that a child's ignorance or misinformation of such matters could result in embarrassment, distress and possible exploitation. It is likely that they will receive the information second-hand from their friends, possibly inaccurately, outside the classroom.
5. All teachers at The Royal Ballet School are aware of the child protection procedures regarding sexual and other types of abuse.
6. All teachers and other staff members who are required and willing to teach SRE will have relevant training and resources.
7. Students with a specific issue or concern of a sexual or relationship nature are able to consult in confidence any member of staff with whom they feel comfortable, this might include House Staff, their Tutor, the School Nurse or the Counsellor at the Lower School or the House Staff, Academic and Pastoral Principal, the School Doctor or the Counsellor at the Upper School.

Communication with Parents

There will be opportunities for parents to discuss any concerns with the Head of PSHE or the Head of Science, at parent / teacher mornings and to view resources and materials used in Sex and Relationship Education teaching on request.

Dissemination of the Policy

A copy of this policy will be available for parents of all students and members of the teaching staff and Governors. More specific details, relevant to particular year groups will be available on request as the Sex and Relationship Education programme proceeds.

Review Process

The Sex and Relationship Education programme will be reviewed regularly and whenever there are changes in legislation. Areas to be considered in the review will include the views of the Head of Lower School, SRE Committee Members, Academic and Pastoral Principal, Head of PSHE, Head of Science and School Nurse, training needs, the effectiveness of resources, the possible

use of outside agencies and the views received from teachers, students, parents and governors.

PH-A April 2007
Approved by Governors May 2007
Updated Jan 2010

Programme of study for SRE

Year 7

Science

4/5 weeks Human Reproduction topic Autumn Term

Including the menstrual cycle, fertilisation, the development of the foetus and the physical and emotional changes that take place during adolescence DVD box set 'The Human Body' presented by Sir Robert Winston with worksheets and teacher led discussion

Prog 1 - 'Puberty - Raging teens' covering body changes

Prog 2 - 'An every day miracle' covering pre-conception, conception, development of pregnancy and birth follows a married couple DVD graphic, including nudity, enacted intercourse and an actual birth. PG shown on BBC1 before watershed

PSHE - 2 sessions

Physical and emotional changes at puberty (1)

This will take the form of frequently asked questions & answers collected and prepared in advance and placed in central resource library.

'Evaluate Team' visiting speakers 'This is your life' influences (family, friends, media), goals, healthy and unhealthy choices (smoking, drugs, solvents), peer pressure, assertiveness, small section on teenage pregnancy and STIs. The importance of choices because you are important.

Year 8

English lessons

Emerging sexual identity described in 'Billy Elliot'

'Two weeks with the Queen' - homosexuality

PSHE - 2 sessions

1. Physical and emotional changes at puberty (2) – relationships focus.

2. To provide answers to questions raised.

Year 9

English lesson

'Private Peaceful' – teenage pregnancy

Science lessons

How sex is determined in humans

The way in which hormonal control occurs, including the effects of sex hormones, medical uses of hormones, including the control and promotion of fertility

STIs and contraceptives

PSHE - 4 sessions

1. 'Sex - what is it really all about?'
2. 'Contraception 1'
3. 'Sexual Health'
4. Second visit of Evaluate Team 'Sex - How Safe?' Focus on what influences their decisions about sex – media pressures, peer pressure, music, alcohol. Risks and consequences e.g. pregnancy, contraception, teen pregnancy, abortion, adoption, keeping the baby. Plus info on contraception and STIs. Section on marriage and relationships, waiting. Emphasis is 'you are very special'.

Year 10

Science lessons

Revision of yr 9 biology SRE topics

Geography lessons

Population policies – controlling birth rates

Demography of HIV incidents

Maths lesson

Probability for spread of sexual diseases

Dance AS studies

'Romeo & Juliet' – age of consent

'Mayerling' or 'Manon' – prostitution, rape and STIs

Choreography – gesture and gender

PSHE - 1 session

'Contraception 2' (to time with World Aids Day)

Possible weekend activity sharing responsibility for looking after a baby simulation exercise

Year 11

Science lessons

Revision of yr 9 biology SRE topics

PSHE/ end of year programme - 4 sessions

1. 'Relationships' (partners, marriage)
2. 'Contraception 3' and 'Sexual Health 2'
3. 'Sexual personal safety'
4. Third visit of 'Evaluate Team' 'Just the one'. What influences their decisions about sex and whether to become sexually active or to wait. How alcohol influences decision making. Different views of boys and girls to sex and love. Friendships, marriage and relationships.