

# The Royal Ballet School



## Upper School Student Handbook

September 2009

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## **A welcome from the Director**

In welcoming you to the Upper School I would like to congratulate you on your successful audition.

The Royal Ballet School is a pleasant and civilised place in which to work and to learn. The atmosphere that is created is based on mutual trust and respect. Rules are kept to the minimum and students, having come this far in their dancing career, are assumed to have already acquired the highest levels of self discipline and motivation.

This handbook aims to provide you with plenty of useful information and also seeks to clarify our policies and expectations in a number of aspects of School life. These policies are designed to ensure that you are fully aware of how to conduct yourselves so as to minimise the chances of experiencing problems, particularly in the field of health and safety.

We hope that this handbook gives you a taste of what life will be like at The Royal Ballet School. Please contact the School Secretary should you or your parents have any further questions. I can assure those of you staying at Wolf House that you will receive a warm welcome and greatly enjoy the atmosphere, friendship and pastoral care offered by the staff and fellow students alike. I am also delighted that we are now able to accommodate our 2<sup>nd</sup> year students in Jebson House in the heart of Covent Garden. Over the past 8 years we have opened our splendid new school in Floral Street, fully refurbished and built new studios and boarding facilities at White Lodge and now completed the jigsaw by acquiring the new building in Mercer Street, Covent Garden.

These are wonderful times at the Royal Ballet School. I look forward to your joining the School and wish you a successful and happy time with us.

Yours sincerely

A handwritten signature in black ink that reads "Gailene Stock". The signature is written in a cursive style with a long horizontal flourish underneath.

Gailene Stock AM

## **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 classical ballet dancers to the highest possible standards and to provide an accessible resource for students, teachers and the wider community.

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 develop new state of the art, purpose built facilities which will enhance the teaching and learning opportunities for the students.
- To conduct an extensive audition and outreach programme.

## **Boarding Principles and Practice**

Although a number of students arriving at Wolf House and Jebesen House have had a good deal of experience in a boarding school environment, we acknowledge that for some of our students this may well be the first time in which they have had to move away from home.

With this in mind we try to prepare our pupils and their parents, before and on their arrival;

### Wolf House

- i) The 'New Parents Day' is held shortly after places have been finalised for the following year, usually early in June. During the day students and their parents are given the opportunity to visit Wolf House and to make contact with other students, particularly those with whom they will be sharing a room.
- ii) All students are sent a student handbook which gives as much information as possible about the procedures both at Wolf House and at the Upper School in Floral Street.
- iii) Foreign students are given an induction course by our ESOL teacher who meets the students at Wolf House on the day of their arrival and answers any immediate questions.
- iv) The House staff hold a meeting with the students on the first evening, to ensure that all students are aware of all procedures relating to Wolf House. In the first weeks of term all students are registered with a local doctor and given assistance in other areas such as setting up bank accounts.

### Jebesen House

- i) All students entering the second year are guaranteed a place in Jebesen House and must stay there unless they choose to live at home.
- ii) Students are encouraged to allocate spaces in the apartments amongst themselves with the Academic and Pastoral Head and House staff making the final decisions where a solution cannot be found amongst the students.
- iii) All students receive a student handbook which gives as much information as possible about the procedures both Jebesen House and at the Upper School in Floral Street.

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 pupils from abroad. A charge may be made for such a procedure. The school has no religious affiliation although we do have contacts with the local C of E minister who occasionally visits the School.

Boarding accommodation at Wolf House is separated into two areas according to gender. There are three members of the house staff team with at least one being on duty within the house at any one time. The number of pupils in a room varies from 1-3.

At Jebesen House there are two members of staff with one on duty at any one time. Students require less assistance in the second year and are expected to become more independent as they prepare to live in privately rented apartments in the final year. The apartments are single sex with three twin bedded room in most. Each apartment has a communal kitchen/living room.

It is our aim to generate self-confidence and independence in our pupils and to give them the skills to manage their own lives. This is done within a supportive and sympathetic framework. There are few rules and regulations with most being designed to protect the health and safety of the students and house staff. A student who fails to adhere to these regulations can expect to have privileges withdrawn by the Pastoral Principal or another senior member of staff. (see page 20)

Support is offered through the house staff, who have expertise in looking after this particular age and gender of pupils.

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, pupils and parents. The School encourages parents to communicate with staff, particularly with the house staff and the Academic and Pastoral Principal, 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 pupils' leisure activities.

Wolf House and Jebesen House are fully equipped with WIFI and many students bring their own laptops to improve communication with home.

The health and welfare of the pupils is safeguarded by local doctors and our medical team. All students at both Wolf House and Jebesen house must be registered with a doctor close to Barons Court or Covent Garden and the house staff will assist in arranging the initial appointments. The School doctors can be contacted in an emergency (through the School Secretary, Carrie Brooke- Mellor) and we have a physiotherapist on duty for three to four days each week. The School can arrange sessions for students with a trained counsellor and a nutritionist.

As part of the induction process at the start of term students are provided with information about nutrition, medical support, motivation and on safe practices while living in London.

There are limited facilities at Wolf House for recreation; however the student common room with TV and computing facilities is a popular meeting place in the evenings. There is no common room area at Jebesen House at present.

We know we cannot replace home but we want our pupils to think of Wolf House and Jebesen House as their 'second home'.

## **General Information about the School and Location**

Name of the School	The Royal Ballet School
Address	46 Floral Street, Covent Garden, London WC2E 9DA
Telephone	020 7836 8899
Fax	020 7845 7082
Website.	<a href="http://www.royalballetschool.co.uk">www.royalballetschool.co.uk</a>

### **5. Who's who at The Royal Ballet School?**

#### **Governors**

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

#### **Staff (Those based at White Lodge in bold type)**

##### Senior Staff

Gailene Stock	Director
Jay Jolley	Assistant Director

Alan Winter	Chief Operating Officer
Martin Fosten	Academic and Pastoral Principal
<b>Pippa Hogg</b>	<b>Head of Lower School</b>
<b>Diane van Schoor</b>	<b>Ballet Principal - Lower School</b>
Kathryn Wade	Principal - Outreach Programme
Sarah Eliot-Cohen	Head of Development & Publicity
Pippa Adamson	Head of Finance
<b>Simon Bushnell</b>	<b>Deputy Head of Lower School</b>
<b>Hope Keelan</b>	<b>Assistant Ballet Principal - Lower School</b>

Ballet Staff

<b>Antonio Castilla</b>	<b>Ballet Teacher</b>
<b>Jessica Clarke</b>	<b>Ballet Teacher</b>
<b>Tania Fairbairn</b>	<b>Ballet Teacher</b>
<b>Alex Foley</b>	<b>Ballet Teacher</b>
Katia Zvelebilova	Ballet Teacher
<b>Nicola Katrak</b>	<b>Ballet Teacher</b>
<b>Hope Keelan</b>	<b>Assistant Ballet Principal- Lower School</b>
Petal Miller Ashmole	Ballet Teacher
Gary Norman	Senior Ballet Teacher - Upper School
Meelis Pakri	Ballet Teacher
David Peden	Ballet Teacher
<b>Nicola Trannah</b>	<b>Ballet teacher</b>
<b>Diane van Schoor</b>	<b>Ballet Principal- Lower School</b>
Anita Young	Ballet Teacher
<b>David Yow</b>	<b>Ballet Teacher</b>

Peripatetic Staff

<b>Misha Botting</b>	<b>Performance Psychology</b>
Jane Burn	Body Conditioning Teacher
<b>Tania Fairburn</b>	<b>Character Teacher</b>
<b>Lucy Galperin</b>	<b>Gymnastics Teacher</b>
<b>Richard Glastone</b>	<b>Guest Ballet Teacher/Mime</b>
<b>Anya Linden</b>	<b>Guest Ballet teacher</b>
Amanda Maxwell	Character Teacher
<b>Mark Priestley</b>	<b>Boys Upper Body Teacher</b>
<b>Simon Rice</b>	<b>Morris Dance Teacher</b>
<b>Sinead Rushe</b>	<b>Irish Folk Dancing Teacher</b>
<b>Yolande York-Edgell</b>	<b>Contemporary Teacher</b>

Choreographic Course

<b>Dr Susie Cooper</b>	<b>Choreographic Teacher</b>
Kate Flatt	Choreographic Teacher
Jennifer Jackson	Choreographic Teacher

Academic

<b>Elizabeth Allenson</b>	
<b>Aghorah</b>	<b>Science technician</b>
<b>Dineke Austen</b>	<b>'Dyslexia Action' teacher</b>
<b>Melanie Brice</b>	<b>Head of Music</b>
<b>Simon Bushnell</b>	<b>ICT</b>
<b>Danielle Costigan</b>	<b>Science</b>
<b>Aurelie Derguesse</b>	<b>French and Library Coordinator</b>
<b>Alison Dormer</b>	<b>Head Of Science</b>
<b>Craig Fortnam</b>	<b>Music</b>
<b>Dominique Foxton*</b>	<b>Head of Mathematics</b>
<b>Robert Green</b>	<b>Mathematics</b>
<b>Suzanne Gunton*</b>	<b>Head of English</b>
<b>Pippa Hogg</b>	<b>Geography</b>
<b>Anna Meadmore</b>	<b>Head of Academic Dance Studies</b>
<b>Andrew Nowak</b>	<b>History and PE</b>
<b>Sally Phoenix*</b>	<b>Head of Expressive Arts</b>
<b>Catherine Pickston*</b>	<b>Art</b>
<b>Mark Priestley</b>	<b>SIR</b>
<b>Clare Quamina*</b>	<b>Head of Art</b>
<b>Stephanie Ritchie*</b>	<b>Head of Modern Languages</b>
<b>Janet Swindall</b>	<b>Head of Geography</b>
<b>Charlotte Taylor</b>	<b>English</b>
Emmanuelle Whale*	Upper School French
Marie Louise Wohlgemuth*	ESOL & Librarian
(* teach at U/S)	
<u>Outreach Programme</u>	
Shona Devine	Summer School Coordinator
Sylvia Hubbard	Associate Coordinator
Laurajane Lavender	Events Coordinator
Sebastien Calabretto	Administrative assistant
Liz Thorington	Auditions Coordinator
Herve Voisin	Administrator - Outreach

Partnership & Access Programme

Ginny Brown	Partnership and Access Programme Manager
Pippa Cobbing	Primary Steps Coordinator
<b>Anna Fineman</b>	<b>Museum/Archive Assistant</b>
Alex Leonard	Partnership & Access Coordinator
Bim Malcolmson	Artist in Education
Helen King	Pianist
Vanessa Harris	Pianist
Carol Pakri	Assistant to Partnership & Access
<b>Dr Sabine Naghdi</b>	<b>Special Collections Assistant</b>

Administration

**Suzi Abensur**

**Marius Arnold-Clarke**

Carrie Brooke-Mellor

**Milton Brown**

Maria Falcao

Jim Fletcher

**Sheila Gresswell**

Rebecca Hallam

Natalie Hodgson

Rachel Hollings

Fiona McNaught

**Jens Middendorf**

Sue Oak

**Jan Regan**

Poppy Riddle

Michael Zammitt

Helen Zeederberg

**School Secretary - Lower School**

**ICT/Theatre Technical**

School Secretary - Upper School

**Gap Student**

Receptionist - Upper School

Development Manager

**Senior School Secretary - Lower School**

Receptionist - Upper School

Communication and Marketing Secretary

Artistic Administrator

Publications Manager

**Gap Student**

Administration Manager

**School Secretary- Lower School**

Administration Assistant

Maintenance

Finance support coordinator

Estate staff

**Ian Cordery**

**Ron Elsmere**

**Gerry Gibbs**

**Nick Wright**

**John Cavendish**

**Estates Manager**

**House Services**

**House Services**

**House Services**

**House Services**

Wardrobe Mistresses

Tessa Balls

**Carole Leicester**

Wardrobe Mistress

**Wardrobe Mistress**

Associate Programmes

Melanie Agar

Suzie Amiet

Amanda Armstrong

Paul Bayes-Kitcher

Victoria Collinson

Jayne Cooper

Graham Fletcher

Nicola Gaines

Maria Tsarouchis

Jess Kidwell

Harvey Klein

Annette Pain

Karen Paisey

Sami Saidi

Ballet Teacher

Ballet Teacher

Ballet Teacher

Ballet Teacher

Ballet Teacher

Ballet Teacher

Ballet Teacher

Ballet Teacher

Co-ordinator

Ballet Teacher

Ballet Teacher

Ballet Teacher

Ballet Teacher

Ballet Teacher

Catherine Royce  
Marion Tait  
Neil Westmoreland  
Jill White

Ballet Teacher  
Ballet Teacher  
Ballet Teacher  
Co-ordinator

House Staff

Margaret Allain  
Iain Coyne  
**Lynne Hood**  
**Carol Jones**  
Pauline Kennedy  
**Jane Linkin**  
**Tony Linkin**  
**Klara Mottlova**  
Jeanette Nap  
Alison Norsworthy  
Ruth Pepper  
**Greg Roberts**  
**Sue Roberts**

Accommodation & Pastoral Officer  
Accommodation & Pastoral Officer  
**House Parent & Librarian**  
**House Parent**  
Assistant House Manager Mercer Street  
**House Parent**  
**House Parent**  
**House Parent**  
Accommodation & Pastoral Officer  
House Manager Mercer Street  
Accommodation & Pastoral Officer  
**House Parent**  
**House Parent**

Pianists

**Guy Attew**  
Alistair Bannerman  
Domenica Cardullo  
**Stefano Curina**  
Derek Downes  
Elvira Gavrilova  
**Olga Mazour**  
Tracey Renwick  
Liz Sluman  
**David Smith**  
**Andrew West**

**Pianist**  
Pianist  
Pianist  
**Pianist**  
Pianist  
Pianist  
**Pianist**  
Pianist  
Pianist  
**Pianist**  
**Pianist**

Medical Support Staff

**Professor Rob Bor**  
**Janet Briggs**  
**Jasmine Challis**  
**Dr Nicholas Goddard**  
Dr Alison Joy  
**Dr Sophie Jukes**  
**Dr Jonathan Barnes**  
Rachele Quested  
**Frances Rees**

**School Counsellor**  
**Physiotherapist**  
**Nutritionist**  
**Orthopedic Consultant**  
Medical Officer  
**Sheen Lane Health Centre**  
**Sheen Lane Health Centre**  
Physiotherapist  
**School Nurse**

Instrumental Teachers

**David Barry**

**Percussion**

<b>Rebecca Cooper</b>	<b>Singing</b>
<b>Craig Fortnum</b>	<b>Guitar</b>
<b>Nathan Hassall</b>	<b>Clarinet, Saxophone</b>
<b>Susan Morfee</b>	<b>Flute</b>
<b>William Morris</b>	<b>Piano, Trumpet</b>
<b>Geraldine Peach</b>	<b>Oboe and Piano</b>
<b>Hannah Pedley</b>	<b>Singing</b>
<b>Eleanor Percy</b>	<b>Violin</b>
<b>Harriet Roberts</b>	<b>Singing</b>
<b>Anna Tam</b>	<b>Cello</b>

**Chartwells**

<b>Delia Bedeau</b>	<b>General Duty Manager</b>
<b>Samantha Fisher</b>	<b>General Facilities Manager</b>
<b>Martin Spicer</b>	<b>General Facilities Manager</b>
<b>Tanya Williams</b>	<b>Administration Duty Manager</b>

**Residential staff**

<b>Petra Kohoutkova</b>	<b>Chartwells</b>
<b>Nick Cartmell</b>	<b>Chartwells</b>
<b>Eamonn Linten</b>	<b>Chartwells</b>

**PARENT TEACHERS ASSOCIATION**

**Chair- Peg Hale**  
**Secretary- Janie Bennett**  
**Treasurer- Bill West**

**Useful contacts for parents and students**

Problem	Name	Telephone (0207)	Email address
Absence	School Sec.	845 7081	carriem@royalballetschool.co.uk
Academic concerns	Martin Fosten	845 7087	martinf@royalballetschool.co.uk
Ballet/Dance concerns	Via Rachel Hollings	845 7042	rachelh@royalballetschool.co.uk
Pastoral concerns	Pastoral Principal	845 7087	martinf@royalballetschool.co.uk
Jebson House	Alison Norsworthy Pauline Kennedy	836 4401	alisonn@royalballetschool.co.uk paulinek@royalballetschool.co.uk
Wolf House	Margaret Allain Iain Coyne Jeanette Nap	602 1511	margareta@royalballetschool.co.uk iainc@royalballetschool.co.uk jeanetten@royalballetschool.co.uk wolfhouse@royalballetschool.co.uk

Examinations	Stephanie Ritchie	(0208)392 8481	stephanier@royalballetschool.co.uk
Finance	Pippa Adamson	0207 845 7050	pippaa@royalballetschool.co.uk
Independent listener	David Ireland	01372 378335	
Tours	Rachel Hollings	845 7042	suzia@royalballetschool.co.uk
Parents	Peg Hale		Pta@royalballetschool.co.uk
Governors (Chair)	Lady Douro		ladydouro@royalballetschool.co.uk
Child protection	Martin Fosten	845 7087	martinf@royalballetschool.co.uk
Child protection. (LEA)	Hammersmith Westminster	(0208)753 5392 641 7668	
Counsellor	Rob Bor	392 8440	

## **General Procedures**

### **Attendance**

- All students are expected to attend School and be punctual for all timetabled academic and dance classes. The School is open between 08.00 and 18.30 on Monday to Friday and between 08.00 and 17.00 on Saturdays. We expect all students to adhere to the term dates as published in the calendar. Unauthorised absences will need to be explained to the Director.
- Students should always inform the School Secretary of problems regarding attendance or punctuality.
- All students should sign in at reception when they arrive at School in the morning and sign out when they leave the School in the evening. Registers will also be taken at the beginning of each class throughout the day.
- Students are responsible for keeping the School Secretary up to date with changes in their home addresses and telephone numbers.
- Students should register with a doctor in their local area by the end of the first month of term. The staff at Wolf House, the student hall of residence, will be happy to provide assistance and information. Genuine illnesses should be reported to the School Secretary by 10am. Absences of more than 3 days will need to be supported with a doctor's certificate.

## **Emergency procedures**

- All students will be informed of the arrangements in the event of a fire. Please make sure that you are aware of the position of fire exits and evacuation procedures. Regular fire drills will be held once you join the School.
- In the event of an accident that requires the use of first aid please go to the physiotherapist, School Secretary or the receptionist, all of whom are fully qualified to help. In the event of their absence please contact another member of staff.

## **Alcohol, Tobacco and Drugs**

- Smoking is discouraged and is not allowed on School premises or at Wolf House at any time. Students should remember that they help to create the image of the School and should therefore desist from smoking on their way to and from School and while representing the School on official visits.
- Alcohol is not allowed on School premises or at Wolf House. Students must not consume alcohol at any stage of the School day and are advised that should they be found to be in possession of alcohol they are likely to be suspended from the School.
- The possession of drugs and the use of drugs is not only damaging to your health but is also illegal. The School will take a very serious view on anyone found in possession or under the influence of illegal drugs or other substances. It is most likely that offenders will be excluded from the School and the authorities informed. As an indication of the School's zero tolerance of the use of illegal substances the School has adopted a programme of random drug testing as pioneered by schools in Kent.

Please make sure that you have read the School's drugs policy, this can be found in the appendices at the back of this booklet.

## **Security**

- The School has made every effort to make this building as secure as possible. Please remember your security passes at all times and do not allow anyone else to use them. Do not inform anyone else of the security code. All visitors must be signed in at reception. Please direct anyone you find wandering aimlessly around the building to reception and inform a member of staff of their presence.
- Lockers are provided for all students. If you must bring valuable items to School make sure that they are kept under lock and key at all times; students are expected to provide their own padlocks. Thefts do occur from time to time and the School cannot accept responsibility for the loss of any of the student's valuables.

- The School is open between the hours of 08.00 and 18.30. At other times alarms are set, with entrances covered by a CCTV system which is linked to the security department at the Royal Opera House. Students should only enter or leave the building through the main door at the front of the School. The fire doors are alarmed at all times and should only be used in the event of a fire.

### **Emergency procedures**

- The School has developed emergency procedures in the event of their being a crisis affecting the centre of London and the ability of the students to get to or from School. All students will be informed of this policy at the start of each year and will be expected to carry emergency telephone numbers and security passes at all times.

### **General Housekeeping**

- We are fortunate in having such a beautiful building and we aim to keep it in first class condition. All students are expected to play their part in keeping communal areas such as the common room, studios and changing rooms clean and tidy. All clothing, books or other personal items should either be kept in your locker or taken home.

### **Visitors to the School**

- Visits to the School can only be made where permission has been granted by the Director or Assistant Director. Visitors will be collected in reception by the School Secretary and taken to the appropriate class where they will be introduced to the teacher and the rest of the class. At the end of the class the visitor becomes the responsibility of the student that they have come to watch.

### **Photography and videos**

- The 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.
- We are aware of the emergence of internet sites such as 'YouTube' where video clips can be downloaded onto the Worldwide Web. Students are strictly forbidden from downloading any dance images of themselves or other students onto such web sites. Students should also be mindful of the fact that comments and pictures downloaded onto sites such as 'My space' and 'Face book' are widely read. The school is likely to be informed of anything which is detrimental to the good name of the School and will take appropriate action against the student involved.
- 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.

Please note that should parents or students be contacted directly by media or photographers, the enquiry should be immediately referred to the Head of Development and Publicity.

### **Anti-bullying policy and complaints procedures**

In line with all other schools we have drawn up an anti bullying policy and a complaints procedure, these can be found in the appendices at the back of this booklet.

It goes without saying that no form of anti social behaviour will be tolerated at The Royal Ballet School. We enjoy a civilised atmosphere in the School and anyone found to be spoiling this through their unreasonable behaviour to others can expect to be treated most severely.

## **Overseas Students**

We are fortunate that each year a number of talented students join us from around the world. However living and working in London can be a daunting prospect for all students and not least, those from abroad.

### **Doctors and Banking**

On arrival at Wolf House or Jebson House the house staff and School Secretary will give overseas students a great deal of assistance in registering with a doctor and in opening a bank account. They will also help students at Wolf House to become familiar with the local area around Barons Court, showing them where they can buy food and other supplies and explaining how to purchase tickets for the tube ride to Covent Garden.

### **Language (ESOL)**

Once at School, Mrs Wohlgemuth, our specialist teacher in English for Speakers of Other Languages (ESOL), will provide further support and information. She will assess the level of spoken English of all students and devise individual programmes of learning. It is always amazing how quickly the overseas students become fluent in English.

### **Police**

Overseas students from certain non EU countries have to register with the police once in London. This can be arranged by the APOs.

**Guardians**

All foreign students, whose parents live overseas, must have a Guardian who lives in the UK. There is a Guardian form enclosed with this pack and this must be completed and returned to the School before you join us in September. Please note that parents of students who are not going home for the half term should ensure that either the Guardian or another responsible person is able to offer accommodation during this period as the School cannot be responsible for finding alternative accommodation.

**International Student Visas – for any student from a non EEA country.**

As soon as you have been offered and accepted place to the School you **must** apply for entry clearance as a **student**. If you arrive in the UK as a visitor, you will not be allowed to switch to student status and you will have to return home to apply in your own country.

Please note all students are expected to hold current passports and are responsible for ensuring their passports are renewed when applicable.

## **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.

A brief summary of the curriculum is as follows.

<b>First Year</b>	Classical dance Solos Repertoire Pas de deux Character dance Contemporary dance Choreography Body Conditioning/weight training Make-up Anatomy
<b>Second Year</b>	Classical dance Solos Repertoire Pas de deux Character dance Contemporary dance Choreography Body Conditioning/weight training
<b>Graduate Year</b>	Classical dance Solos Repertoire Pas De Deux Contemporary dance Performance experience Career preparation /management

## **Dress code and uniform list**

### **Dress code**

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.

## Uniform List

Tutus, practice skirts, RBS track suits, T-Shirts and boys unitards are available through The Royal Ballet School wardrobe department.

Other items of uniform are available from  
 Freed 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	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 Practice skirt Track suit
Character	As above with black character shoes	Black character skirt (Wardrobe) 1 pair of black character shoes (Freed)
Contemporary	1 Unitard in appropriate RBS style and colour.	1 Unitard in appropriate RBS style and colour.
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)
Academic	RBS track suits and/or RBS T-Shirts	RBS track suits and/or RBS T-Shirts

## **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 can be taken during the holidays but only with the permission of the Director.
- Students are not permitted to take part in performances other than those organised by The Royal Ballet School, or external Summer Schools unless permission has been granted by the Director.

## **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**

- All students will complete studies which are subject to external assessment in some form. Students will be informed of the exact nature of these assessments by their subject teachers at the start of the year.
- Formal academic reports will be issued at the end of the first and third term. There will be a chance for parents to discuss their child's academic progress with teachers at the end of the second term.

## Dance assessments

It is important to remember that students do not progress automatically from one year group to the next. **The Graduate class in the third year is by invitation only** and progression from the first to second year is conditional on the student's performance in the end of year formal appraisal. However, having said this, we would still expect the vast majority of our students to progress though to the Graduate class without any problems or referrals.

- Appraisal takes place during each term. Appraisal in the first two terms is carried out internally. In the final term the appraisal is before a panel of examiners and assessors.
- In the final assessment students are appraised in classical technique, pas de deux, solos, contemporary and character. The mark for appraisal will be composed of 40% of the mark of the assessing panel and 60% of the mark given by the appropriate teacher. The year mark will be based upon progress and the work attitude shown throughout the year. Marks (out of 100) are awarded under each category with grade boundaries as follows:

85-100	Honours
80-84	Highly Commended
75-79	Commended
65-74	Credit
50-64	Pass
0-40	Not up to standard
- Reports are issued at the end of each term. Parents have a formal interview with teachers at the end of the second term. The report following the final appraisal will contain a full breakdown of marks allocated to each category of the dancers training.
- Feedback and self assessment forms are completed by students as part of the Ballet unit in the BTEC in Performing Arts.

## Progression

- The Director and teaching staff will make the final decision as to whether or not a particular student progresses to the next stage of their training.
- Students who are unable to take part in the assessment due to injury or illness will have an opportunity to be assessed at a later stage. An inability to be appraised will need to be supported by a doctor or physiotherapist's report. Under exceptional circumstances students will be allowed to progress on the strength of the work done earlier in the year.

## **Academic curriculum**

In September 2002 we introduced a new curriculum into the Upper School. This was designed to incorporate both traditional academic subjects and the new, more vocational BTEC National Awards in Performing Arts (Dance and Arts Management).

The programme of study offered to each student normally comprises of one A level and two BTECs. The choice of A level subjects is naturally rather restricted. At present there is a choice of four subjects, Art, English, Mathematics and French. The choice may vary according to demand. For overseas students we offer a course in English for students of other languages, should this be appropriate.

The timetable of study will be as follows.

Year One	BTEC National Award in Dance <b>or</b> ESOL	AS studies in Art, English, French or Mathematics <b>or</b> ESOL
Year Two	BTEC National Award in Arts Administration <b>or</b> ESOL	A2 studies in Art, English, French or Mathematics, <b>or</b> ESOL

Academic lessons will take place for two hours each day. However in addition to classroom time there will also be theatre visits, visiting speakers and work experience with performing arts organisations. It is hoped that part of the academic timetable can be devoted to 'enrichment' activities such as music and arts appreciation, economic awareness, career, social and health education and the discussion of current moral, ethical and spiritual issues. A final decision about academic choices can be made following discussions between students, their parents and the Academic Principal.

### **A summary of the content of the BTEC National Awards**

The awards are each made up of five units, some of which are compulsory core units whilst others are chosen as specialist units from a range of options. Students are assessed internally with internal and external verification and hopefully gain a pass, merit or distinction. Each BTEC National Award is equivalent to one A level and is recognised as such by all universities.

### **BTEC National Award in Performing Arts (Dance).**

Unit title	Brief description
Performing to an audience	A double module in which students rehearse repertoire and perform completed work to an audience. The performance will take place in February 2009.
Dance appreciation	Students study historic and contemporary styles and repertoire and learn how to analyse dance across a variety of different criteria. In groups they reproduce a variety of contrasting repertoire.
Developing classical ballet technique	This unit is covered by the daily classical ballet class. Assessment takes place as part of the annual appraisal.
Developing contemporary dance technique	This unit is covered by the two contemporary classes each week, by a performance of contemporary work during the BTEC performance and is assessed as part of the annual appraisal.
Choreographic principles	Students learn to choreograph both in solo and as part of a group. They are set three tasks which use different starting points, one without music, one with recorded music and one with piano improvisation based on their solo.

### **BTEC National Award in Performing Arts (Arts Management)**

Unit title	Brief description
Production for theatre performance	A double module in which students take on a production role researching the job specification and gaining work experience where possible. They are assessed on their role as they carry it out as part of the Ursula Moreton choreographic award in March of each year.
Arts administration	A core module which focuses on the finance and marketing of a given programme at a performing arts venue. Students work in groups to plan a programme for a forthcoming season of the Royal Ballet having met with the marketing director of the Royal Opera House and the Assistant Director of The Royal Ballet.
Performing arts business	A unit where students gain an understanding of the wide range of different organisations which operate in the performing arts industry.
Theatre front of house operations	This is an opportunity for more cooperation with the Royal Opera House who provide students with an usher training course and a variety of work experience in various aspects of front of house operations. Students are required to devise their own front of house strategy for performances at The Royal Ballet School.
Legal aspects of the performing arts	Students research legal aspects which effect such areas as health and safety, employment law, copyright and performing rights.

As with all academic studies students are expected to produce work which is their own. In order to comply with the requirements of the examination authorities we publish our malpractice policy on in the appendices.

## **Health and Safety 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. Please 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 in the body conditioning or Pilate's rooms 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.
- In addition to the School Physiotherapist, there are five other members of staff at the Upper School who are qualified in first aid. They are Carrie-Brooke Mellor, Sylvia Hubbard, Carol Moore, Liz Thorrington, and Michael Zammitt. All staff at Wolf House and Jebson House are fully qualified in first aid

### **Body conditioning**

- Classes are timetabled each week and are a compulsory part of each student's training.
- Students should only use the upper body and gym equipment when under supervision from a qualified member of staff.
- Students should not use the body conditioning facilities during timetabled academic or dance classes unless specific permission has been granted.

### **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. 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.

### **Eating disorders statement**

The following statement has been agreed by all of the Heads of Schools operating under the DfES Music and Dance Scheme.

It is known that, along with many athletes, dancers are at greater risk of developing eating disorders and associated medical problems, than the general population. Body composition is also an important component of physical fitness, vital in enabling dancers to train and reach their true potential. Dancers who fall above or below the recommended norms may be putting their health at risk as well as limiting their career. All Dance schools within the MDS scheme are committed to developing, training and nurturing healthy dancers. Schools endeavour to encourage positive attitudes towards weight control, healthy eating and body image at all times. Individual school policy may detail how potential problems will be addressed and individual students helped if concern has been expressed.

MDS funding will not be offered or may subsequently be removed, if there is evidence of long term eating disorder where health is at risk.

The School can provide independent counselling from Professor Robert Bor with appointments available either at School or at the Royal Free Hospital.

### **Accommodation and Procedures at Wolf House**

Wolf House provides residential accommodation for first year students (Year 12) attending the Upper School. It is situated less than 5 minutes walking time from Barons Court Station which gives direct access to Covent Garden which is 20 minutes away via the Piccadilly line. The building is clearly divided into two sections: one for boys and the other for girls. The accommodation consists of mainly self contained rooms with access to shower/bath and kitchen facilities close by. Most rooms are occupied by two students although there are a few single rooms. A student common room is available and this contains a computer facility. A number of students bring their own laptops and make use of the wireless system installed at White Lodge, please remember to check that these valuable items are covered under your home contents insurance.

The policy of the School is that all first year students must reside at Wolf House for the duration of the year unless they are living with their own family within reasonable travelling time of the School. The agreement of the Academic and Pastoral Principal must be obtained in such circumstances.

### **The staff**

The students live under the guidance of the full time accommodation and pastoral officers Iain Coyne, Jeannette Nap and Ruth Pepper.

The School and the APOs do everything to provide a warm, friendly and caring community at Wolf House. A student handbook containing rules and regulations is published for all students.

### **Daily life**

Students provide all of their own bedding, towels, crockery, cutlery and cooking utensils. All catering within Wolf House is the responsibility of the individual student. Many of the rooms contain cooking and washing up facilities, those rooms without such facilities have access to shared kitchenettes.

Whilst the APOs are very happy to advise about healthy eating students must be aware of the importance of good nutrition. Lessons in this vital matter are provided within the academic curriculum. When cooking, students must pay careful attention to matters of health and safety and to the maintaining of a clean kitchen environment. Laundry facilities are available for use by students free of charge.

### **Safety at Wolf House**

**All students are told at the start of the year that they must not risk their health and safety by going onto the roof or balconies of Wolf House. Any student that fails to comply with this regulation will be sent home and miss valuable dance and academic training.**

### **House meetings**

House meetings requiring the attendance of all resident students are held at regular intervals at which matters of common interest regarding the running of Wolf House are aired. Notes of decisions made at these meetings are recorded and brought to the attention of the Pastoral committee meeting at its fortnightly meeting at the Upper School

### **Leave**

Students are only allowed to be away from Wolf House on Saturday evenings during term time and leave must be indicated clearly in the signing out book. No one is allowed to be away on an overnight leave without prior permission from the APOs and parent or guardian.

Students are only allowed to stay at their family home, with family friends or the families of other students at the school. Permission will not be granted for students to stay at the flats of other students.

### **Visitor policy**

Parents, other family members and friends are welcome to visit Wolf House at the times indicated and published on the notice boards. At all times visitors are requested to observe the rules and routines of Wolf House and to recognize and respect the feelings and privacy of other residents. This is particularly important when a student occupies a shared room.

**TV Licenses**

Television licenses for receivers belonging to students are not required as they fall under the corporate license held by the School.

**Insurance**

Insurance of all personal property is the responsibility of the individual student. The School cannot accept any liability for loss or damage in communal areas. Valuables, including passports, flight tickets etc. may be left with the APOs for safe keeping by arrangement.

**Internet**

There are three computers for student use in the common room and there is a wi-fi signal which can be accessed in all rooms. Students are encouraged to bring their own laptops although should take note of the advice on insurance above.

**Medical matters**

All students must register with a medical practitioner in the local area by the end of the first week of their first term. Students have the right to choose their GP but it would have practical implications if one were chosen from outside of the local area. Students remain registered with their local GP near their own home as a 'temporary resident'. The house staff will be happy to advise students about local medical and dental services. Students who are too sick to attend School lessons and classes during the day must inform the house staff or their assistant in the morning. The house staff will then inform the School Secretary at Floral Street. In the event of illness the house staff will decide if the student should be isolated from other students, sent home for a period of time or remain in Wolf House or Jebson House. All house staff are qualified in first aid. All accidents must be reported and recorded in the Wolf House or Jebson House accident book.

The School retains the services of a doctor who is available to attend the Floral Street site on a regular basis; Carrie Brooke-Mellor should be informed if an appointment is needed. A similar arrangement exists with the School Counsellor Professor Rob Bor who attends the School (if required) on alternate Wednesday afternoons to discuss in complete confidence any problems that Upper School students may be experiencing.

**Financial implications**

Students pay a rent to the School for the accommodation and this is paid in three termly installments. The rent covers all energy costs (heat, light and power) however students are responsible for their own food and travel to and from Floral Street.

### **Concerns and complaints**

If any student or parent has any concerns about matters relating to Wolf House it is hoped that they would feel able to talk openly to the staff about the matter. All such concerns will be noted by staff and followed up as quickly as possible. There is an active School Council which provides a lively forum for raising issues of concern. Should anyone continue to feel dissatisfied with the way that the matter has been handled they should follow the complaints procedure as contained in the appendices at the back of this booklet.

### **Statutory inspections**

Wolf House and Jebson House is subject to regular inspections by Ofsted (Office for standards in education) and by the London Fire and Civil Defence Authority.

### **Pastoral responsibility**

Although the school provides duty staff at Wolf House and Jebson House to cope with any emergencies that might occur we must remind students and their parents that there are times when the students are unsupervised e.g. traveling to and from school, visiting the ballet in the evenings, or enjoying free time in London during the weekend. All students must keep contact details of Wolf House or Jebson House and the school with them at all times, they should always travel with at least one other student and inform the staff immediately (at any time of day or night) if they are experiencing problems.

### **Contacting Wolf House.**

5/6 Gliddon Road Barons Court London

W14 9BH

Telephone: 0208 7602 1511

Fax: 020 7602 1511

Email: wolfhouse@royalballetschool.co.uk

For normal purposes (other than emergency) contact is best made between 08.00-12.00 or 18.00-20.30

## **Accommodation and Procedures at Jebson House**

### **House rules and procedures**

#### **Health and Safety**

1. All electrical goods brought into the house by students must be taken to the office for PAT testing before use.
2. Students must be aware of and adhere to fire procedures at all times. Fire alarms must not be tampered with; any problems should be reported immediately to House staff.
3. In the event of a fire alarm sounding all students must make their way quickly and quietly to the allotted assembly point.

4. All flats are provided with cookers and microwaves. These should be used sensible and always turned off after use.
5. Students are responsible for keeping their bedrooms and communal spaces clean and tidy. Floors should remain free of clothes and debris to allow the cleaners to vacuum the floor. Dishes must be washed up after use.
6. The balconies in certain flats are a potential hazard if used incorrectly, the best advice would be to not use the balconies even when the door is open for ventilation purposes.
7. Food must be stored hygienically in the receptacles provided (if you need more please ask the staff)
8. All students must register with a local GP. The house staff will provide you with the necessary information.

### **Personal safety**

1. All students will be issued with a key for the front door and for their flat. Be mindful when opening the front door that you do not allow strangers into the house and that you shut the door firmly behind you.
2. All students must comply with the signing in and out procedures and meet all curfews. Failure to do this will be reported to the school and may result in your exclusion.
3. Any suspicious people loitering about the house must be reported to the house staff.
4. Students must only ever enter the house through the front door and between normal opening hours. CCTV cameras will pick up on any unusual behaviour.
5. Students must always inform staff of their whereabouts, carry a fully charged mobile phone with them and inform staff of changes to their plans if necessary.

### **Curfews**

1. Students must be in their flats by 10.30pm Sunday to Friday and by 11.30pm on a Saturday evening. The staff reserves the right to visit flats at this time to ensure that all students have returned.
2. Friends and relatives visiting flats should have left the building at least 30 minutes before the curfew.

### **Staying away**

1. Students are not allowed to stay away from their flats on any evening unless this has been agreed by the staff and Mr Fosten beforehand. The only exception to this is if students are staying with their parents in London or returning home for the weekend. Plans to stay away from Mercer Street must be communicated to staff at least 24 hours in advance and there must always be a contact number provided.

### **Alcohol, tobacco and drugs**

1. Mercer Street is to remain free of alcohol, tobacco and drugs and anyone abusing this can expect to be excluded from school for a week in the first instance.

### **Gatherings**

1. Students are encouraged to entertain small groups in their flats and there are no restrictions on movement around the house other than after the curfew. The holding of large scale gatherings i.e. parties is not allowed Mercer Street.

### **Respect for others**

1. At present two flats are still occupied by non RBS people and they deserve to have their privacy respected, this also extends to not subjecting them to an unreasonable level of noise from above or below.
2. All but one room are twin bedded and it is important that the occupants respect the interests their room mate in terms of entertaining boyfriends or girl friends, bed times, making excessive noise, switching lights on and off, speaking on the phone etc etc.
3. Visits to flats by friends and family are allowed during the day but respect must be shown to your room mate at all times.

### **The office**

1. The office will be manned in the mornings and the evenings and you are encouraged to visit the staff, share the highs and lows of life at the ballet school or ask for assistance.
2. One member of staff will always be on duty and you must contact them no matter what the time should there be an emergency.
3. Contact details for Mercer Street and the School must be carried with you at all times.

### **Holiday**

1. All students must provide the House Manager with full details of their wish to remain at mercer Street during the holidays. Students will be required to complete a holiday occupancy form one week before the end of term and they will be expected to adhere to the arrangements.
2. Students remaining in Mercer Street during the holidays will need to keep the staff fully informed of their movements. They will be allowed to stay with others during the holiday but only if they have told the house staff first. If staying at Mercer Street usual curfews will apply.

### **Contacting Jebson House**

Jebson House  
8 Mercer Street Covent Garden London  
WC2H 9QA  
Telephone 0207 836 4401  
Email. [alisonn@royalballetschool.co.uk](mailto:alisonn@royalballetschool.co.uk);  
[paulinek@royalballetschool.co.uk](mailto:paulinek@royalballetschool.co.uk)

## **Travelling to Floral Street from Barons Court**

Covent Garden is in Zone 1. Students will require a **Zones 1 and 2 travel card** to go between Covent Garden (Zone 1) and Wolf House (Zone 2). Students living in rented accommodation should check what zone they reside in. Travel cards may be used on the Underground, Bus and Train.

You will need to take a passport sized photograph to an underground station to first obtain your Photo card. Weekly, monthly or annual travel cards may then be purchased from underground stations or selected newsagents. Monthly travel cards can be purchased on line from [www.ticket-on-line.co.uk](http://www.ticket-on-line.co.uk)

The cost for season tickets 2008 is given below. Students aged 16-17 years can obtain a 50% discount on tubes and free bus travel with a 16+ Oystercard. Application forms are available from the School Secretary. Students 18 and over may gain a 30% discount and need to complete an 18+ Oystercard application form also available from the School Secretary.

	<b>7 Day</b>		<b>Monthly</b>		<b>Annual</b>
	<b>Adult</b>	<b>Child*</b>	<b>Adult</b>	<b>Child*</b>	<b>Adult</b>
Zones 1 & 2	£24.20	£12.10	£93.00	£46.50	£968
Zones 1, 2 & 3	£28.40	£14.20	£109.10	£54.60	£1136
Zones 1, 2, 3 & 4	£34.60	£17.30	£132.90	£66.50	£1384
Zones 1, 2, 3, 4 & 5	£41.40	£20.70	£159.00	£79.50	£1656
Zones 1, 2, 3, 4, 5 & 6	£44.60	£22.30	£171.30	£85.70	£1784
* Child 5-15 years (a '14-15' Oyster photocard is needed)					

A large number of students have taken advantage of the new Oyster Card system, details of which are provided below:

### **What is Oyster?**

#### **Convenient**

Oyster means no more queuing and it's quick and easy to use and recharge. In fact, it's the smartest way for customers to travel around London.

- You can get your Oyster card online. We'll then send it to you with your ticket or Pre Pay charged on it. Please allow at least 2 days for this. You will also need a photocard.
- You can recharge it online or by calling 0870 849 9999.
- You can recharge in seconds at Tube station touch screen ticket machines.

- You can recharge at your local Tube station ticket office.

You can now get and recharge Oyster cards at selected Ticket Stops across London. (Ticket Stop is the new name for your local travel ticket outlet).

### **Secure**

As soon as you register an Oyster card, the tickets and/or Pre Pay that you buy are safe - even if your card is lost or stolen. After you report its loss to us, we will arrange for either a replacement card or a refund to be sent to the registered cardholder. Also, your missing card will be cancelled so that no one can use it.

### **Easy**

No more fumbling for your ticket. Leave the card in your wallet and just touch your Oyster card flat on the reader at the start and end of your Tube/DLR journey. When travelling by bus you only need to touch your card on the reader as you board, not as you leave. It's that simple.

For more information, check out [www.londontransport.co.uk](http://www.londontransport.co.uk) or call London Travel information on 020 7222 1234. Weekly and monthly passes for bus only are also available if students wish to use this cheaper mode of travel – check out the website for more information.

Students must note that they will need to budget carefully to meet these extra costs. Extra time should be allowed for the journey to Covent Garden, particularly in view of rush-hour congestion early in the mornings and late afternoon. The journey from Barons Court to Covent Garden by underground takes approximately 30 minutes.

## **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 DfES while some others receive some form of sponsorship from the School or another provider.

The financial support from the DfES 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. A representative of the Finance Department will be available at the School to answer all queries, on the new student/parents' day that will take place in June.

For further information please contact our Financial Controller Pippa Adamson on [pippaa@royalballetschool.co.uk](mailto:pippaa@royalballetschool.co.uk).

## **Appendices**

### **Appendix 1**

#### **Policy on the misuse of drugs and drugs education**

##### **General**

This is a governing body policy, which takes into account the governors' legal responsibilities as employers and occupants of the school premises, and the guidance issued by the Department for Education and Science.

It should be read in conjunction with the schools:

- Behaviour code for pupils
- Exclusions Policy,
- Administration of Medicines Policy,
- Health and Safety Policy,
- Personal, Social, and Health Education (PSHE) Policy.

The governors are committed to ensuring that The Royal Ballet School is a healthy School, free from the misuse of drugs and other substances. Illegal drugs should never be in School. Legal drugs are only allowed when they are medicines agreed by the Director for use in School under the Administration of Medicines policy.

##### **Aim**

The policy aims to make clear the School's approach to the problem of drugs.

It sets out the governing body's policy on drugs education and makes clear the procedures that should be followed in responding to drug-related incidents.

##### **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 Co-coordinator for Drugs and Other Substances.(CDOS)

###### **The Co 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.
- co-ordinates the detail of the school's drugs education programme
- ensures that staff have the relevant skills and to support staff under the Director's direction, and at the discretion of the Director to give advice to pupils.

### **The Nominated Governor**

- will be the same governor as the nominated governor for child protection.
- liaises with the CDOS as appropriate and advises the Chair on any urgent action that needs to be taken with regard to drugs education or the misuse of drugs
- reports to the appropriate committee of the governing body, and advises the committee on any action that needs to be taken or referred to the governing body.
- supports the Director's liaison with parents.

### **The Academic and Pastoral Committee**

- will receive regular reports from the Nominated Governor and/or 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 make a report to the next meeting of the governing body.

### **Chair of the Governing Body**

- is empowered to take any necessary urgent action, in consultation with the Director and Nominated Governor, and to report this 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 by the Head 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 there is a planned drugs education programme as part of the PSHE programme (and other appropriate areas of the curriculum e.g. Science).

The programme must:

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

### **Action to Be Taken In Incidents Involving Misuse of Drugs**

All staff, pupils and parents should be clear about the action that will be taken in any drug related incident.

1. 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 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 pupils are clear about the normal sanctions that will be applied in particular instances, as follows:
  - a) a pupil 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 Head 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 pupil of the school, introducing fellow pupils to a drug dealer, and any other instance of procuring legal or illegal drugs for him/herself or other pupils. 'Supply' includes supplying for money or free-of-charge.
  - b) a pupil who has any legal or illegal drug in his/her possession 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 may be required to undergo regular or random tests for drug misuse, under the supervision of medically qualified staff.

For a SECOND OFFENCE the Director will determine whether a further fixed term exclusion is appropriate, or whether it is appropriate to exclude permanently. In coming to a decision the Director will take into account any medical/police/social service/ drug adviser reports that may be available, and consider whether further counselling or testing is appropriate.

The School is currently investigating the implementation of a policy of the random testing of students for the use of illegal substances. All students and parents will be advised once the new policy has been agreed by the Senior Management Team and Governors.

#### **Offences during the holidays**

If a pupil is involved in a drug-related incident during the School holidays the Director will assess the implications for the pupil and the school and determine the best course of action bearing in mind the interests of the pupil 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 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 academic and pastoral committee of the governing body will receive termly reports on this policy.

The School and governing body 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.

## Appendix 2

### The Royal Ballet School – Anti-Bullying Policy

<b>Aims :</b>	<ul style="list-style-type: none"><li>▪ We wish to make it clear to all pupils and staff that bullying is always unacceptable.</li><li>▪ We are trying to establish an environment free from threats of any kind and from any source</li><li>▪ We want to allow all members of our community the opportunity to develop their skills and abilities, to be happy and to feel secure.</li><li>▪ 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.</li></ul>
<b>Definition:</b>	<p>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).</p> <p>The three main types of bullying are :-</p> <p><u>Physical</u> - hitting, kicking, biting, pinching, taking or hiding property</p> <p><u>Verbal</u> – name calling, teasing, insulting, writing nasty notes</p> <p><u>Emotional</u> – excluding, isolating, tormenting, spreading rumours</p>
<b>Explanation:</b>	<p>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 :-</p> <p>The abuse of power by those in authority</p> <p>“Sending somebody to Coventry” i.e. deliberately ignoring somebody and encouraging others to do the same</p> <p>Any form of violence e.g. hitting, kicking, pushing, spitting, pinching etc.</p> <p>Sending nasty messages in order to upset somebody e.g. by phone, note or e-mail</p> <p>Saying nasty things which are to do with race, colour, religion, appearance or sexual preference</p> <p>Threatening violence or unkindness to somebody</p>

Spreading nasty rumours or circulating sensitive information.

Damaging somebody's property

Taking or 'borrowing' somebody's property or food by extortion or otherwise.

**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 Pastoral Principal.
2. The Pastoral Principal 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. 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.
5. 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.
6. 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.
7. Should the sanctions involve suspension or exclusion they will be dealt with in accordance with the schools published 'Policy on Suspension and Exclusion'
8. The Chairman of the 'Academic and Pastoral Sub-Committee' of the Governors will also be informed of the sanctions which have been applied.

**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

### Appendix 3

#### The Royall Ballet School Complaints Procedure (Upper 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, and 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:-

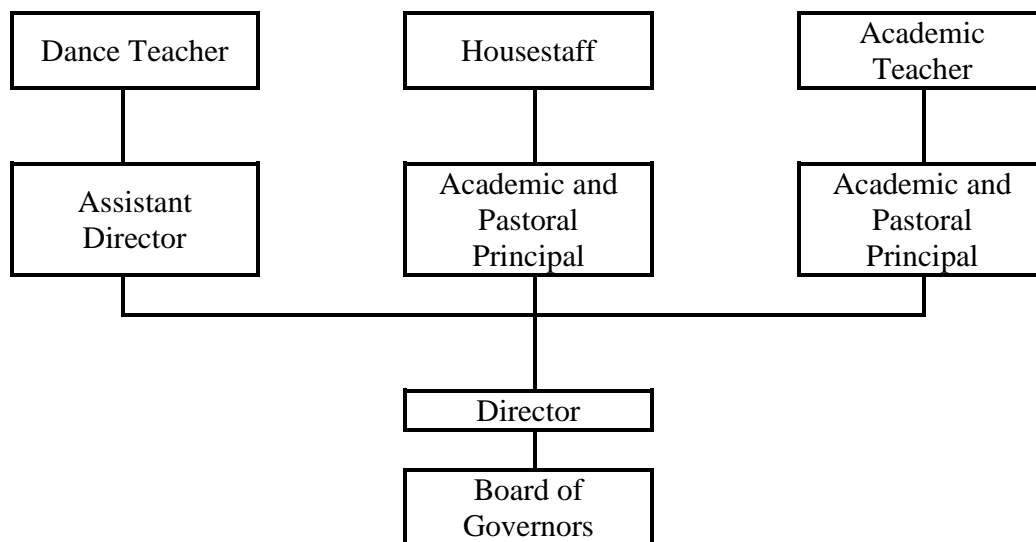
- Make it as easy as possible to submit a complaint
- Treat each complaint as a constructive expression of dissatisfaction with an aspect of school life and, as such, deserving of a response
- Treat each complaint seriously, however it is made, whether in person, by telephone or in writing (letter, fax or e-mail)
- Deal with it promptly and politely; where appropriate, this may be by telephone or in conversation
- Respond appropriately, with for example
  - an explanation
  - an apology, if we have made an error or
  - 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 (details in the School's printed calendar and handbook) 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  
[gailenes@royalballetschool.co.uk](mailto:gailenes@royalballetschool.co.uk)  
0207 836 8899

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

MF/PH 2 July 2009

For parents wishing to raise issues concerning child protection or about accommodation at Wolf House or Jebson House please note the following contact details.

**Contacts for Hammersmith and Chelsea (Wolf House)**

Contact and Assessment Service  
4th Floor  
77 Glenthorne Road  
Hammersmith W6 0LJ  
Tel: 020 8753 5392  
email: [cas.glenthorne@lbhf.gov.uk](mailto:cas.glenthorne@lbhf.gov.uk)

**Contacts for Westminster (Floral Street)**

**Westminster Child protection**

Telephone 0207 641 7668

Fax 0207 641 7672

**Head of Commissioning, Child Protection and Quality** 0207 641 7665

**Child protection advisers** 0207 641 7675 and 7673

Address:

1<sup>st</sup> Floor

215 – 219 Lisson Grove, London NW8 8AE

**Metropolitan Child Protection Unit**

Tel. 0208 246 0830 Fax 0208 246 0817

Address:

Whitlock House, 6 Earls Court Road, W9 6EG

8am-6pm Monday to Friday (Officer on call outside these hours)

## Appendix 3

# The Royal Ballet School

## Policy on rewards, sanctions and exclusion

### General

In approving this policy the governing body has consulted the Director, staff, parents and pupils 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 pupils 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 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 pupils
- encourage good behaviour and respect for others, and to prevent all forms of bullying among pupils
- secure that the standard of behaviour is acceptable
- otherwise regulate the conduct of pupils

#### All Staff

All staff are expected to encourage good behaviour and respect for others in pupils, 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 pupils 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 pupils' 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.

## **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 pupils 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

### **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 at the Upper School (Academic Principal’s Office) 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 pupil. Recommendations for exclusion can only be made by the Academic and Pastoral Principal or the Head of the Lower School.

Pupils 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, pupils 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 pupil 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 pupil in the School would seriously damage the education and welfare of other pupils and staff or if an exceptional 'one-off' offence has been committed, e.g.:

- serious violence, actual or threatened, against a pupil 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 pupils 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 pupil who remains on roll) and in the case of an exclusion of more than 15 days, the school will consider:

- how the pupil'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 Director, a teacher, or other member of staff, may use 'reasonable force' to prevent a pupil 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 Director 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 pupils 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 pupils**

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.

### **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 pupils 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

## **Appendix 4**

### **Policy on BTEC assessment malpractice**

#### **Introduction**

Malpractice consists of those acts which undermine the integrity and validity of the assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification. The school is required by Edexcel and other examination boards to have a policy on Centre malpractice and this now applies to all external examinations including GCSE, GCE and BTEC National Awards. The policy applies both to centres (The Royal Ballet School and its staff) and learners (students of the Royal Ballet School)

#### **What is malpractice?**

##### **Learner malpractice**

Attempting to or actually carrying out any malpractice activity is not permitted by the Royal Ballet School or Edexcel. The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered by the school and by Edexcel at their discretion:

- plagiarism by copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work, thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test
- fabrication of results and/or evidence
- failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or Edexcel conditions in relation to the assessment/examination/test rules, regulations and security
- misuse of assessment/examination material
- introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by

means of talking or written papers/notes during supervised assessment/examination/test conditions

- behaving in such a way as to undermine the integrity of the assessment/examination/test
- the alteration of any results document, including certificates
- cheating to gain an unfair advantage.

### **Staff malpractice**

The following are examples of malpractice by centre staff. The list is not exhaustive and other instances of malpractice may be considered by Edexcel at its discretion:

- failing to keep Edexcel's mark schemes secure
- alteration of Edexcel's mark scheme
- alteration of Edexcel's assessment and grading criteria
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- failing to keep learner computer files secure
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment
- failing to keep assessment/examination/test papers secure prior to the assessment/examination/test
- obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination/test.

### **Investigations into alleged malpractice**

#### **Induction**

All students and centre staff will be made aware of the dangers of assessment malpractice during the induction process and the School's policy on this issue will be incorporated into the student book of assessment briefs.

#### **Work in progress**

Student work will be monitored with reminders given to avoid the dangers of malpractice detailed above. Students will be encouraged to discuss with teachers any concerns that they may whilst completing a specific piece of work.

### **Completed work**

All students must sign a statement on their assessment brief which confirms that the work is their own. This is to be handed in with the completed assignment.

### **The discovery by the School of malpractice.**

#### **By the teacher**

Should an individual teacher become suspicious about a piece of work they should make initial enquiries with the student perhaps by interviewing them to confirm or dispel their suspicions.

Should suspicion remain they should inform the internal verifier and together they should investigate the matter thoroughly.

Should the malpractice be confirmed the student and their Guardians should be informed in writing of the decision (and the penalty) with a copy going to the Director of the School.

#### **By the internal verifier**

If the IV suspects malpractice they should discuss the matter with the teacher. If the malpractice is confirmed the student should be informed in writing of the decision ( and the penalty) with a copy going to the Assistant Director of the School. If the matter is not resolved to the IV's satisfaction they should report the matter to the quality nominee.

Should the teacher and the quality nominee be the same person the IV should refer the matter to the Chair of the Academic and Pastoral Committee who will lead an investigation with the outcome being given in writing to the student, the teacher and Edexcel.

#### **By Edexcel external verifiers**

Where Edexcel have suspicions of malpractice in a centre they will deal with the Director and/or the Chairman of Governors. It may be necessary during this process to notify regulatory authorities, funding bodies , other awarding bodies and even the police in certain circumstances.

#### **Appeals**

All students have the right to appeal against a decision made on malpractice. In the case of the Royal Ballet School, if a decision has been made by the BTEC quality nominee without involving external bodies the student must write to the Director who will consider the evidence with the Chair of the Academic and Pastoral Committee and make a judgement.

Appeals against decisions made by Edexcel will normally only be accepted by Edexcel if they are from the Quality Nominee or Director of the School.

### **Sanctions**

Where malpractice is found to be proven against a student on a particular piece of work a number of sanction may be applied depending on the piece of work, the number of units/grading criteria that the piece of work covers and the extent to which the malpractice extends to other pieces of work. It is most likely that the candidate will be withdrawn from the unit(s) affected by the malpractice with the strong possibility of the student failing to meet the agreed course completion deadline. In a case involving malpractice across a number of units the candidate will be withdrawn from the qualification.

### **Action in the case of staff malpractice**

In cases where a member of staff is suspected of malpractice the matter will be dealt with using the existing School disciplinary procedures. The school will consult and cooperate fully with Edexcel with the Director and Chair of Governors taking the appropriate action where necessary. In serious cases of suspected malpractice it is most likely that the member of staff will be suspended on full pay while the matter is thoroughly investigated.

MF 16 October 2006