

WEST BERKS BALLET SCHOOL

Equal Opportunities Policy

WBBS is committed to promoting an environment where all individuals are encouraged to achieve their full potential and develop their skills, encouraging its teachers to maintain an open approach towards the different talents and abilities offered by all their students. It is therefore required of all WBBS teachers and staff that they do not discriminate, either directly or indirectly, on the grounds of colour, race, nationality, ethnic origin, gender, mental or physical disability, marital status or sexuality.

In order for the ISTD to prove itself as unprejudiced, The ISTD requests personal details such as ethnic origin on registration and these are maintained by WBBS as part of its pupil file. WBBS will observe the guidelines of the Data Protection Act. Personal information will not be disclosed to any party outside of WBBS or the ISTD.

Action by teachers to exclude a particular individual from a class, or deny access to an examination, must be taken only after careful consideration of all the circumstances, consultation with the individual concerned (or their parent where relevant), and only if there is a general and reasonable belief that there is no alternative to the action proposed.

There are three further circumstances of which teachers must be aware:

- Minimum age limits apply for entry to some examinations. This is to protect the health and safety of young children where physical development may be insufficient to meet the demands of certain syllabi.
- Maximum age limits apply where the material involved is designed specifically for groups of very young children.
- Certain sections of the examinations are designed particularly for either male or female dancers. This reflects the realities and requirements of the dance profession and should in no way be construed as sex discrimination.

Candidates with disabilities

Under the Disability Discrimination Act 1995, an adult or child is 'disabled' if he or she has a physical or mental impairment that has an effect that is:

- substantial
- adverse
- long term (lasting or expected to last for at least a year)

on his or her ability to carry out normal day to day activities.

The term 'physical impairment' includes sensory impairment, e.g. loss of hearing, visual impairment. It includes disfigurement and people with a history of disability.

The term 'mental impairment' covers impairments relating to mental functioning, including clinically recognised mental illness and learning difficulties e.g. dyslexia.

WBBS reminds its teachers and staff that they should not treat pupils with disabilities less or more favourably than able-bodied pupils simply because of their disability.

The overriding approach is that so far as possible all pupils should be afforded the same treatment.

It may be the case that the individual would endanger his/her personal safety or that of the other students in the class so should be precluded from undertaking that activity on health and safety grounds.

Teachers must be aware of the balance between individual attention and the progress of their dance classes when teaching the pupil. If the inclusion of any individual in a group would have such a detrimental effect on the class as a whole (for example, because of the attention that individual would require) resulting in failure to be able to conduct the class properly, a teacher may be justified in considering not allowing such an individual to attend that particular class.

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Analysis into the student's physical restrictions as well as his/her strengths would determine their suitability for that dance discipline.

ISRD Policy on Candidates with special assessment requirements

The ISTD recognises that there are some candidates who have coped with the demands of the course, and can demonstrate attainment in the skills being assessed, but for whom the standard arrangements for the examination may present a barrier that could be removed without affecting the validity of the examination. In such circumstances the teacher can apply for a variation in the conditions, as suitable for the candidate. This may include candidates with physical limitations in certain elements of the examination only, who must demonstrate to the best of their physical capability, and who can convey their intentions orally. Extra time may be granted depending on the nature of the problem, to allow for repetition of instructions and communication by the examiner, or for further oral questioning, and for extra breaks if desirable. Additional aids may be suitable for certain deaf candidates, and should be requested as necessary. Candidates with neurological or communication difficulties may be granted extra time. Advice may be sought from the Customer Services and Quality Assurance department regarding the appropriateness of assessment conditions.

The candidate cannot be marked on different criteria because of the restrictions the disability may cause them. If a teacher wishes to enter a pupil with disabilities for an examination the quality of the performance in an examination is to be equal to that of an able-bodied candidate. This is mandatory in order to achieve a true and fair dance award.

Special arrangements are generally not appropriate therefore where the examination is focussing on assessing the area which is the candidate's particular difficulty. Additionally, any special assessment arrangements made will not be such as to give the candidate an unfair advantage over an able-bodied candidate.

If a candidate with a disability is to be submitted for examination, for any Theatre and Dancesport Faculty, the teacher must apply to the Customer Services and Quality Assurance Department for a 'Candidate Special Examination Requirements form' and complete, returning it to Customer Services and Quality Assurance department.