

# **The Young Dancers Academy**

## **Policies September 2010**

### **1 Introduction**

The Young Dancers Academy was founded in 2006 by Anna du Boisson and Kerry Williams. The Young Dancers Home Ed. Group, as it was then named, started with 4 students being home educated so that they could attend extra ballet lessons in the pursuit of entering full time classical ballet training at 16. This they achieved and soon parents were asking about whether their child could train at this level while not compromising on their academic studies. So in September 2007 Anna and Kerry registered the Young Dancers Academy, its new name, with the Department for Children, Schools and Families. The school has gone from strength to strength and is now the home of 20 full time students all training for a career in dance.

### **Founders**

Anna du Boisson is the school's Head of Vocational Studies. She trained at Elmhurst Ballet School and Rambert Ballet School, going on to dance as a soloist for 15 years in major ballet companies. She has been teaching internationally for over 20 years and is a former rehearsal director of Ballet Rambert.

Kerry Williams is the school's Principal. Kerry trained at the Royal Ballet School and The Arts Educational School. After graduating, she danced in Paris where she became a soloist. She later returned to England where she performed in musicals. Kerry was Head of Dance and Drama at Wimbledon House School for four years and resident drama teacher at Canbury School in Richmond. She has also taught at several vocational schools in England and was director of her own part-time vocational school. She holds the Assistant Teacher and Special Needs certificate from Sutton County Council.

### **Head of Academics**

Evelyn de Villers is the school's academic Head. She obtained her B.Sc and P.G.C.E. at Kings College London. Her working career commenced by teaching Biology and General Science in various schools. Shortly after this she returned to her earlier roots in Dance, becoming Dancer in Residence at Battersea Arts Centre and co-founding a small community based Dance company. It was at this time she developed an interest in teaching those with special needs.

Since then Evelyn has focused on academic teaching within vocational dance schools, including The Royal Ballet School, Elmhurst and The Urdang Academy. In the interim she obtained a master's degree and completed her training as a Pilates teacher.

Evelyn started working at the Young Dancers Academy on a part-time basis in 2007 and became Head of Academics in 2008.

### **2 Mission Statement**

The Young Dancers Academy is a small vocational school providing classical ballet and academic tuition for students aged 11 to 16. The aim of the school is to prepare students for full-time ballet training and its dance programme is supported by first rate academic education.

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The school differs from other ballet schools in that it does not follow any exam syllabi, but focuses instead on building technique, and musicality. This provides students with the chance to develop as dancers with a real sense of individuality and expression, underpinned by a pure technique. Classes are kept to a maximum of eight per year group in order to ensure each student receives intensive training and personal support.

All academic subjects are taught in year groups and core subjects are streamed according to academic ability. Regardless of the student's own ability we aim to help each student reach his / her potential. Careful attention is given to each student to ensure a full and balanced academic curriculum is met. Equal emphasis is placed on vocational and academic studies.

Performances are the key to the school's ethos. Two productions a year are performed at a West End theatre including *The Nutcracker* every Christmas. These performances provide the students with a unique opportunity to perform on stage in professional productions alongside guest artists from major companies.

The Young Dancers Academy's philosophy is to inspire in its students a love of learning, music and freedom of expression through dance. Skills gained through encouragement and discipline in the ballet and academic classroom can be applied to all aspects of their life.

The school's aim is to nurture classical ballet dancers of the future while ensuring a balanced academic curriculum to each individual student.

### **3 Admissions**

The Young Dancers Academy is a selective school. Applicants are required to pass an audition and to be interviewed before a decision can be made regarding their admission.

In accordance with our equal opportunities policy, such decisions will not take any account of factors such as an applicant's ethnicity, religion, family circumstances, socio-economic grouping etc.

However it must be noted that as a full time vocational school where physical demands are made on the body, during the audition process the Head of Vocational studies will only accept students who will benefit from such a physically demanding course.

Those with recognised learning difficulties will be considered alongside all other candidates. Parents are asked to provide the school with relevant information before assessments are held. This will be taken into account when decisions regarding admissions are made.

Once admitted to the school, all students have full and equal access to all elements of the curriculum, regardless of any disabilities or learning difficulties which they may experience.

Whenever a student joins the Young Dancers Academy, their parents or guardians sign an admissions agreement, which represents a formal contract between the school and family. The main points are that:

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### Offer of a place

If, in due course, a place is offered, the deposit will be payable when parents accept the offer. The deposit will be repaid by means of credit without interest to the final payment of fees or other sums due to the school on leaving. Until credited, it will form part of general funds for the school.

### Fees and extras

Fees cover normal curriculum and most stationary items. Other items incurred by the school or the pupils will be charged as Extras. Damage caused by a pupil, other than fair wear and tear, may be separately invoiced and must be paid as an extra.

### Payment of fees

Payment of fees and extras must be paid on the last day of term. A pupil maybe excluded from school at any time when fees unpaid and will be deemed withdrawn without notice after 28 days. Parents in financial difficulty are urged to speak to the Principal to discuss how the school can help to prevent such an occasion arising.

### Instalments arrangements

An agreement by the school to accept payment of fees by standing order or direct debit or other arrangement for payment of fees by instalments is concessionary and will cease automatically on any default for 30 days or more. On ceasing the full amount of fees then shall be due.

### Notice

A full term's notice is required in writing of the parent's intention to withdraw a student from the school. In absence of such a notice, a term's fees will be charged. Once admitted to the school, all students have full and equal access to all elements of the curriculum, regardless of any disabilities or learning difficulties which they may experience.

## 4 Relationships with parents

When children join the Young Dancers Academy, their parents are invited to meet with the Principal and Heads of Departments. It is hoped that this marks the beginning of a valuable and, where possible, informal relationship that will support pastoral care for the coming years.

In addition to this meeting, there are consultation meetings at the end of each term. Parents will also receive a written report of their child's progress.

We strongly hope that parents with concerns of any kind regarding their child's progress or well-being will not feel constrained to leave these until a consultation meeting. Time on these occasions is often limited and delay may cause further anxiety. Just as we will seek always to communicate our concerns to parents, we hope very much that parents will feel free to contact our staff. The Principal should be kept informed about any developments at home that may affect a student's attitudes or behaviours.

In the same way, just as parents properly expect to rely upon the support of the school in the effective care of their children, so the school needs and deserves the support of parents. We hope that parents will respect the school's values and procedures - in

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particular ensuring that their children do not miss school for reasons other than illness and that they support their children's performance opportunities.

### **Family circumstances**

It is very important that parents should notify the school of any changes in their circumstances. Of course, we need to know about changes of address, telephone numbers and emergency contact details as it is essential to be able to contact parents in an emergency.

### **Absence**

If a student is absent from school, it is essential that you contact the school to inform them as soon as possible.

Dates of terms are published well in advanced. Parents must arrange family holiday and other appointments in such a way that clashes with term-dates be avoided. The school is happy to excuse students for reasons of special religious observance. However, absence for other reasons will only be permitted in exceptional circumstances.

## **5 First - Aid policy**

The school's programme of dance and academic training is extremely demanding and students have to cope with the mental and physical challenges. Dance staff at The Young Dancers Academy, have had professional careers themselves and understand these pressures well. The school provides a strong support network to monitor and support students' physical and mental well-being. Regular tutorials are provided each week and students can request a private meeting at any time.

The school also has good contacts with various professional counselling services and can refer students if the need arises.

All usual dance injuries are reported to the school's first aider, in the first instance. The situation is assessed and the appropriate action taken. Students who are unable to dance are, on the advise of the schools Physiotherapist having being assessed for the injury given exercises to improve or correct their injury. If it was felt that the injury was serious and that further action is needed then a meeting immediately would be set up with the student, parents and dance staff to discuss a way forward.

Our Consultant Chartered Physiotherapist, Shirley hancock, MCSP SRP ONC, works closely with the school.

### **First - Aid Provision**

The school first aid box is situated in the school office in a lockable cupboard and labelled clearly. The Accident book is placed on top. First - Aid provision is available at all times while people are on the school premises and on off-sites visits. Additional to this the downstairs studio has a first-aid box situated on the top shelve where only an adult can reach it. However all records of accidents or injuries are logged in the same accident book. The accident book records:

- Date, time and place of incident:

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- The name of the injured or ill person:
- Details of the injury or illness and what first aid was given:
- What happened to the person after
- Signature of the first-aider and student where possible
- The First-aid box and contents is regularly checked and restocked as soon as items have been used.

### **Responsibilities**

The school has one first-aider who is responsible for the First-Aid provisions in the Young Dancers Academy, however another member of the vocational staff is also qualified by the British Red Cross both certificates are valid for three years where after the appointed person/s will attend another course so that they may continue to have this certificate.

### **Confidential medical history and consent form**

Parents are requested to complete a medical form and return it to the school. All information will be treated as confidential.

### **Medication**

The designated first aider will not be authorised to supply students with tablets such as paracetamol or Nurofen for aches or pains. If a student is ill the first aider will contact the parents and advise them of the situation and together an assessment of whether the student would need to be collected from school.

Other prescribed medications may only be brought to school with signed instructions from parents and must, under all circumstances, be lodged with the Head of Pastoral Care.

### **Severe Asthma, Diabetes, Epilepsy and Severe Allergies**

Parents of any students suffering from these conditions will be required to complete a Management plan and a meeting set up between staff and parents.

### **Sickness or Injury during the School Day**

Students who are taken ill or who sustain injury during the school day will be taken immediately to a room where they can rest (unless their illness or injury is judged sufficiently severe that they should be taken directly to hospital). Parents will be informed if the injury appears to be serious straight away, otherwise the first aider will contact the parents to inform them of the situation and any actions taken.

Parents are asked to ensure that the school always has a full, up-to-date and comprehensive list of emergency contact numbers for each family.

The school cannot administer any medication, or allow any to be taken, unless this has been authorized in writing:

- If a student needs to bring pills, medicine or homeopathic treatments to school, they must be sent, clearly labelled with their name and dosage instructions, to the first aider.

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- Students who suffer from asthma should carry an inhaler with them at all times, and also pass one to their dance teacher during lessons. Parent's must sign a medical form stating that their child carries an inhaler.

### **Head Injuries**

Any student or member of staff who hit their head at school will follow this protocol:

- Student or staff member will be monitored if he or she appears to be stable.
- The accident will be logged and parent/s or in the case of staff, next of kin.
- If at any stage the person becomes tired, vomits or is unwell then an ambulance will be called for and a member of staff will accompany the patient to the hospital. The school will contact the parent /next of kin to update them of the situation.
- If the patient is knocked unconscious or is seriously injured than an ambulance will be called for immediately and next of kin informed. A member of staff will accompany the patient. If there is a fatality then the school will immediately contact the External Health and Safety team.
- All information will be logged on file.

### **Infectious Diseases**

Advice regarding appropriate action if students are suffering from infectious diseases is available from the Head of Pastoral Care. This includes guidelines on periods of absence from school, and from sporting or other communal activities, in respect of common diseases such as: Athlete's Foot; Chicken Pox; Conjunctivitis; Diarrhoea and Vomiting; Impetigo; Measles; Mumps; Tinea (Ring Worm); Warts.

The school also has a Swine Flu policy.

### **Immunisations**

It is important that students are up-to-date with their immunisations. This applies in particular to polio, tetanus and meningitis C.

### **Hygiene / Infection control**

All staff and students must take precaution to avoid infection and follow basic hygiene procedures. Staff dealing with either, vomit, blood or other body fluids must have the correct equipment to deal with the situation. Disposable gloves must be worn and disposing of either body fluid or blood must be reported to the local authority. Any member of staff who is concerned after being in contact with blood should first speak to the school First-Aider where it will be discussed as of the next, if any, cause of action.

### **Physical contact with Children**

The treatment of children for minor injuries, illness or medical conditions may involve members of staff in physical contact with children. Any treatment should:

- Not involve more contact than necessary
- Be undertaken by staff who have volunteered to be designated to the task

All records will be kept for a minimum of 3 years and then safely destroyed.

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*Review: April 2012*

## **6 Complaints procedure**

There may be occasions on which parents wish to draw to the school's attention a matter of concern regarding their child's education or happiness at school. All such complaints will be treated seriously and, as far as possible, confidentially. Our aim is always to resolve such issues quickly, informally and personally.

### **Informal resolution**

It is hoped that all complaints and concerns will be resolved as early and as informally as possible. Where parents have a complaint, it should initially be discussed with an appropriate member of staff. If this member of staff is unable to resolve the matter alone, it may be necessary for him/her to consult one of the school Heads.

Whenever a complaint is received, a written record will be kept by the member of staff who receives the complaint, logging its nature and the date on which it was received. If the matter has not been satisfactorily resolved within fourteen days, then parents may choose to proceed to a formal resolution of their complaint. The procedure for this is outlined here.

### **Formal resolution**

If the matter cannot be resolved informally, then parents should put their concern in writing to the Principal who will decide the appropriate course of action. A full record will be kept of the complaint and of the action taken in respect of it. It is likely that the Principal and Heads of departments will wish to meet personally with the parents in order to discuss the matter, normally within seven days of receiving the complaint. It may be that the matter can be resolved at this meeting, or the Principal may think it necessary to carry out further investigations. She will always keep the parents fully informed (by letter, telephone or in person) of the ways in which the issue is being handled. When the Principal has reached her decision, the parents will be informed in writing with a full account of their reasoning.

### **Independent resolution**

If parents are not satisfied with the Principals decision they may pass their complaint on to the Trustees of the school who will establish an appropriate Panel to consider the matter. The particular arrangements for this stage of the procedure will be communicated to parents at the time.

The Panel will normally comprise three persons, two of whom are members of the school's Trustee board and one of whom shall be independent of the management and running of the school. Members of the Panel will be appointed by the Trustee board of the Young Dancers Academy. Hearings will normally be held within 28 days of the approach to the Trustees. The parents will be invited to attend, and have a right to be accompanied by one other person (this may be a relative, teacher or friend; legal representation will not normally be appropriate). Other relevant evidence may be heard.

If possible, the Panel will resolve the complaint immediately without the need for further investigation. Where further investigation is required, the Panel will decide how it should

be carried out. After due consideration, the Panel will reach a decision and may make recommendations. This process will normally be completed within seven days of the hearing.

The Panel will write to the parents informing them of its decision and of the reasons for it. Any further recommendations will also be sent in writing to the parents, the school Heads, the school's Trustees and, where relevant, any other persons involved in the complaint. The decision of the Panel will be final.

### **The Rights of Students**

If a student wishes to raise a complaint personally, he/she should speak directly with the Head of Pastoral Care. The matter will then proceed towards informal resolution. If it is not satisfactorily resolved in this way, the student's parents should follow the procedure for formal resolution outlined above.

## **7 Equal Opportunities**

In accordance with its ethos, the Young Dancers Academy is committed to ensuring that the resources and talents of all its staff and students are utilised to the full and that no job applicant, employee or student receives less favourable treatment in any aspect of employment or of education on the grounds of gender, ethnic origin, nationality, colour, religious belief, marital status, sexual orientation, socio-economic grouping, disability, learning difficulty or health problem which cannot be shown to be relevant to performance in the job or position within the School.

In order to achieve this, the school will implement a positive action programme requiring that:

- Selection procedures, both for students and staff, are periodically evaluated and reviewed.
- Employment terms, conditions and benefits as well as facilities and services offered as a consequence of employment are regularly reviewed.
- Opportunities for in-service training are available to staff to enhance their understanding of equal opportunities within schools.
- Any individual who believes that he or she has experienced inequitable treatment within the scope of this policy will have the right to draw this to the attention of the Head of Pastoral Care.
- All staff and students experience equality of opportunity and encouragement to progress their career within the school and so realise their potential to the fullest extent possible.

Responsibility for the practical application of this policy lies with all members of the school community. Specific responsibility falls upon the Head of Vocational and Principal. Deliberate breach of the policy will be treated as a disciplinary matter.

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### 8 Sanctions Policy

<p style="text-align: center;"><b>- Incidents of concern-</b> <b>General Misbehaviour in or out of lessons</b></p> <p>Examples include lateness, ill preparedness, misuse of uniform, disorganisation, disrupting other student's learning, poor behaviour</p>	<p>Behaviour monitored by 3 warnings in the form of verbal warnings. Teacher concerned will deal with misbehaviour, fill out an incident report and carry out sanctions with support of the Principal.</p>
<p style="text-align: center;"><b>-Level One-</b> <b>Continued misbehaviour after initial reprimand</b></p> <p>Examples include, continuing to disrupt learning, dangerous play, inappropriate use of the internet, unacceptable language. Insolence, disrespect, verbal or physical unkindness</p>	<p style="text-align: center;"><b>-Level One-</b></p> <ol style="list-style-type: none"> <li>1. Teacher will notify the principal that the student has been placed on level one of the discipline code.</li> <li>2. Pupil will have targets initially for one week.</li> <li>3. Review targets with parents at the end of the week. Targets may be reset for a further period.</li> </ol>
<p style="text-align: center;"><b>-Level Two-</b> <b>Poor response by student to targets or disrespect to staff members</b></p> <p>Examples include targets not being met, deliberate disruption of the school property, dishonesty, vulgarity, repeated swearing</p> <p>Persistent unkindness / bullying or a specific bullying incident, refusal to cooperate after reasonable requests</p>	<p style="text-align: center;"><b>-Level Two-</b></p> <p>Parents will be contacted by the Head to notify them that their child is now on level two of the discipline code. Staff will be informed. A meeting will be set up between the parents, student and principal.</p>
<p style="text-align: center;"><b>-Level Three-</b> <b>Situation continues or worsens or student involved in serious incident</b></p> <p>Examples include escalating inappropriate classroom and studio behaviour, wilful damage, stealing.</p> <p>Having dangerous substance, verbal/physical abuse/bullying or damage to an individuals belongings or school property.</p>	<p style="text-align: center;"><b>-Level Three-</b></p> <p>Meeting with parents arranged with the principal and heads of departments, may result in temporary external suspension. All concerned will negotiate contract for return of child. Contract will then be monitored. Letter to parents stating that their child is now on level three of the discipline code. Staff will be informed.</p>
<p style="text-align: center;"><b>-Level Four-</b> Child breaks the contract</p>	<p style="text-align: center;"><b>-Level Four-</b></p> <p>The principal and head of vocational studies will receive a full report from staff and all concerned if proven will result in permanent exclusion. The parents have the right to appeal to the board of trustees.</p>

## **9 Code of Conduct**

Following from these statements of policy and principle, it is possible to summarise the Code of Conduct that the Young Dancers Academy requires all students to follow at all times:

- Students must always treat others, including their fellow students and all members of the school staff, with tolerance, courtesy and respect.
- Deliberate cruelty, teasing, abuse, bullying or intolerance is always unacceptable within the community of the Young Dancers Academy.
- All members of the Young Dancers Academy community must always respect the school's ethos and, in particular, its emphasis upon complete tolerance over differences of race, creed, gender, sexual orientation and learning disability.
- We should accept responsibility for our actions and behaviour, as we are also ambassadors of the school.

## **10 Student Behaviour**

The following set guidelines from the Young Dancers Academy require by law sets the framework within which school heads develop policy on behaviour and discipline.

Young Dancers Academy: General principles underlying the school's discipline policy.

1. The school should aim to set communicate and carry out policies conducive of good discipline. Courteous and considerate behaviour is expected to be shown by all pupils at the Young Dancers Academy, both staff and to each other, and also to those outside the school community; and the school's behaviour policy
2. Should be promote this, and be subject to regular review by the school and re-approval by the school principal.
3. No student should be allowed to hinder the development of another, by obtrusive behaviour, by ill-discipline attitudes to work or by direct harassment. The aim should be to sustain high standards of behaviour and appearance within which students can develop self-respect and respect for others.
4. An environment should be created in which student's individual self discipline is an end product of well-understood and clearly en-forced policies. Staff, who should be knowledgeable about school policy, should use it to inform the way in which they commend, monitor and enforce high standards of behaviour and discipline among pupils, with fairness and firmness, and within the full co-operation of parents.
5. It will therefore be essential that the writing of the school policy on behaviour will take place within a framework of other policies, addressing bullying of all natures, the partnership between the school and parents and the place of the school in the wider community. The school's overall portfolio of policies should have in mind not only the intrinsic consideration about the way the school is perceived in Shepherds Bush and beyond.
6. The school's policy on discipline should contain an indication of sanctions to be used in the event of breaches of discipline or of anti-social behaviour, whilst exhorting staff to encourage achievement and good discipline through praise; and staff should

constantly assess what methods are available to them for rewarding and praising students.

7. Behaviour policy should also underline the necessity for good communication of policy between pupils, parents and staff.
8. Policy should be accompanied by clearly framed and well-communicated school rules, to which students and parents sign their assent when they join the school. This should be the start of the students clear understanding of the sense in which contact underlines his/her participation in school life-clear personal and educational benefits being gained by all, as a result of all agreement by all not to harm the positive disciplines ethos of the school. The Parent Contract also signed by students and parents, should be home in mind in the framing of school policy on discipline, since it too encourages this sense of contact. Not only should the individual rights of pupils be recognised, but also the needs, ethos and rightful demands – (frequently under-written by law) – of the school. Policies should be engendering the school ethos requirements by the principal and head of vocational studies, within the individual's right to be philosophy, race and religion respected, is protected.
9. Fundamental principles are thus to be the balancing of rights and responsibilities and the school's duty of care through firmness and fairness.

### **11 Standards of Behaviour and Discipline: Our Expectations of Students**

Consistent with the principles upon which the Young Dancers Academy was founded, every effort is made to offer students as much scope for individual expression as is consistent with high standards of achievement and with proper standards of behaviour.

Such particular rules as are necessary to support this are communicated to students (and, if necessary, to their parents) as circumstances demand.

The general standards that we expect and that we strive to maintain are briefly summarised here:

- Correct uniform must be worn for academic and vocational lessons.
- Students must ensure their appearance is smart and clean at all times.
- Mobile phones are not to be used in school hours. Mobiles are to be switched off and not placed in silent mode.
- Chewing gum is not allowed in the school or in the dance studio.
- Pupils must arrive for lessons on time and in a manner such that lessons can start on time.
- Students must treat one another and, of course, all members of the school staff and all other adults, with civility and respect.
- Students must respect the property of others and of the school.
- Smoking is forbidden at all times during the school day, including the journeys to and from school.
- Students in the junior and mid groups must not leave the school site without permission.
- Students must never behave, either inside or outside the school, in a manner that might bring disrepute upon themselves, their families or the school.

## **12 Behaviour Application of Students in the Classroom**

- Students must attend all classes punctually.
- Students must complete homework reliably and on time.
- Students must not behave in class in a way that might distract others or threaten the learning environment.
- If students have permission to miss a lesson - for a rehearsal, for example - they must still inform the teachers affected.
- To attend all lessons with the correct equipment.
- To look after all school property.

## **13 Anti bullying policy**

The Young Dancers Academy is a school committed to the following:

To ensure the safety and well being of all pupils.

To deal effectively with all parties where bullying is alleged to have taken place.

For all staff, children and parents to be alert to inappropriate behaviour and report it.

Bullying may be defined as any conscious behaviour that causes distress to another individual or group. More specifically it is the wilful, conscious desire to hurt or threaten or frighten someone else. Bullying is often done for the bully's personal gain or gratification. It is aimed at impressing others.

Every pupil at Young Dancers Academy has the right to enjoy his or her learning and vocational training, free from intimidation, both in school, the dancing studio or in the local community. Our school community will not tolerate and unkind action or remarks from anyone, even if these were not intended to hurt. Any unkind action or comments will be called 'bullying'.

Bullying will be dealt with seriously.

At the Young Dancers Academy students are encouraged to talk to members of the staff regarding any bullying. Individual tutorials are set aside every two weeks but students may see a member of staff at anytime should they feel the need to talk to them.

### **Bullying and Intolerance**

The ethos of the Young Dancers Academy is to support our students' individual development in a small, school community based upon principles of tolerance and mutual respect.

All acts of bullying or intolerance are completely unacceptable within the community of the Young Dancers Academy. It is the duty of every teacher, student and parent to support this principle and to act upon it on all occasions.

Bullying and intolerance may be said to include all acts that are deliberately cruel towards another member of the school community:

- Physical intimidation
- Sustained teasing and verbal abuse
- Racial, ethnic, sexual or religious comments or taunts

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- Rejection or deliberate isolation of a student by his /her peer group.

All behaviour of this kind is unacceptable at the Young Dancers Academy. It is the responsibility of all members of the school community, students as much as staff, to express their disapproval of such behaviour whenever it is encountered.

In PSHE, students consider the reasons why some people might bully. They learn

- To be more sensitive to others' feelings
- The fine line between teasing and bullying
  
- How to stand up for themselves
- To deal with unwanted name-calling
- How sloppy language can develop into bullying
- To take responsibility for what they say.

It is hoped that, supported by this, the school will succeed in creating an environment in which bullies (whether single or in groups, whether active or passive) are left in no doubt of the need to reconsider and to adjust their attitudes towards others.

If any student, parent or teacher believes that bullying is taking place, it is essential that this is drawn to the attention of pastoral staff at once. Such approaches will always be treated in complete confidence.

While such matters will always be treated seriously, every effort will be made to provide prompt, sensitive and effective support for both victim and bully.

Repeated or serious offences of this kind by particular students are likely to lead to suspension or even exclusion from the Young Dancers Academy.

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### **14 Bullying Procedure**

- Children, parents, staff or any other person hearing of, involved in, or witnessing a bullying incident should report this to a member of staff.
- The member of staff will make initial investigation of the alleged incident to try and determine grounds for further investigation if necessary.
- The teacher will interview the victim maintaining confidentiality and no steps will be taken without the knowledge and support of the victim.
- Any witnesses will be interviewed to gain any corroborating evidence.
- If it is decided that bullying is taking place, the teacher will inform the bully's parents, a record of the incident will be made and put on the students file.
- Parents and staff will help the victim and work with the perpetrator on changing their behaviour.
- If the bullying continues, a meeting will be set up with the bully's parents and staff and together a plan will be drawn up.

- If bullying continues, another meeting will be called for and after consultation with all parties the student will be temporary suspended. All relevant parties will negotiate a contract for the students return.
- If this contract is broken then the school has the right to permanently exclude the student.

## **15 Electronic Communications**

The development of electronic means of communication – the internet, electronic chat-rooms and associated web-sites – has created new avenues for bullying, cruelty, unkindness and intolerance.

The policy stated above applies equally and directly to such electronic communication involving any members of the school community.

In particular, all students must be aware that:

- Messages or images posted on web-sites must never be teasing or abusive of others – including other members of the school community – nor should they encourage others into teasing or abusive behaviour.
- Such messages or images must never include racial, ethnic, religious or other taunts or remarks directed towards others.
- Such messages or images must never suggest threats or intimidation towards others.
- Such messages or images must never be such as to damage the reputation of the school, nor of any member of the school community – whether staff or student.

As a general principle, no image of the school, or of any member of the school community, should be posted on the internet or communicated electronically to others, without the consent of the individual(s) involved. In the case of the school itself, this will require the consent of the both the Principal and Head of Vocational Studies.

As with any cases of bullying, cruelty or intolerance, offences against this code will be treated seriously. Offenders are likely to be excluded from school. Repeat or serious offences may lead to permanent exclusion from the school.

## **16 Substance Use and Misuse**

An important element of health education, both in PSHE and in other lessons, is to give students an awareness of the personal, social and legal consequences of substance misuse as well as an understanding of the physical effects. We encourage them to adopt a responsible attitude towards their use.

### **Tobacco**

The Young Dancers Academy is a no-smoking environment. No members of the school community nor visitors to the school are permitted to smoke anywhere on any of the school sites.

Smoking or being in possession of cigarettes or tobacco is prohibited whenever a student is under the school's authority, including the journeys to and from school. This also

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includes any occasion on which he is involved in activity organised by the school or is identifiable as a member of the school.

First offences involving tobacco will normally meet with a school-based punishment. Parents will be informed. Repeated offences will call for a more serious response.

### Alcohol

The School's policy is that students should not consume any alcohol on the school premises or on school trips or be under the influence of alcohol. Offences involving alcohol will normally be communicated to parents. The school's response will be appropriately balanced between the disciplinary and the educational.

### Drugs

Possession, use or distribution of illegal or controlled substances is absolutely prohibited at the Young Dancers Academy and will always be treated as a most serious offence, the punishment for which may be expulsion. The school's jurisdiction in these matters will be deemed to extend to all cases, whether on or off the school site, which, in the view of the Principal, are reckoned to affect the community of the Young Dancers Academy.

The school recognises that our students may be exposed to the dangers of the subculture in which such substances are a prominent currency. Accordingly, it is the intention of the school to implement a policy, which will:

- ensure that, through the best PSHE and pastoral education, students are in a position to resist peer pressure and to make wise and informed choices
- create an atmosphere in which staff, parents and students may discuss contemporary social issues openly
- Allow the school to exercise leniency where it is justified but also to apply the ultimate sanction of permanent exclusion where it is believed to be necessary.

If there are reasonable grounds to justify an enquiry at school, then responsible pastoral staff will have the right to question students. If they are satisfied that there is a case to be answered, parents will be informed immediately and will be invited to be present at a subsequent interview. The Principal is duty bound to report all cases of supply, possession or use of controlled substances to the Police.

If it has been established beyond reasonable doubt that a student is guilty of an offence, the Principal may decide that any of the following sanctions is appropriate:

Expulsion will be the almost inevitable penalty for: (a) those selling or distributing controlled substances or otherwise actively encouraging their consumption by others; and (b) those who re-offend after having been given a second chance.

Suspension from school may be preferred to expulsion. If so, a student's return to school will be conditional upon one or more of the following: (a) their willingness to undergo a period of counselling; (b) their acceptance of occasional medical screening tests (probably involving urine or hair samples) while he/she remains at the Young Dancers Academy; (c) their participation in a programme of community service.

In keeping with the approach to pastoral matters adopted at the Young Dancers Academy, decisions regarding the appropriate sanction in matters of this kind will take full account of the needs and circumstances of the individuals concerned as well as of the whole school community. Parents will be fully informed of these deliberations.

### **17 Punishment and Reward**

Our approach at the Young Dancers Academy is to gauge our response to students' behaviour as nearly as possible to the pastoral needs of each student. The emphasis in our pastoral system on strong relationships between students and staff helps to achieve this.

Academic and behavioural shortcomings in particular subjects are dealt with by the individual teachers concerned. Students may be privately detained if it is deemed necessary.

More general academic or behavioural concerns may lead to a student being placed 'On Report'. Their progress is monitored by their teachers in each class and is reported back to the Principal who will discuss developments with the student concerned. Parents will be informed before a student is placed 'On Report' and of their progress while the sanction is in place. Our aim is to limit the period of the sanction as far as possible, in order to encourage students to develop reliable habits of study.

### **18 Safeguarding and protecting the welfare of children**

This policy has been developed in accordance with the principles established by the children's act 1989, and in line with government publication: 'Working together to safeguard children 1999'. The government takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate agreements within our school to identify, assess and support those suffering harm.

The Young Dancers Academy understands that all teachers and members of staff have a full and active role in protecting students from harm, and that the student's welfare is paramount.

The ethos of the school is to provide a safe, caring, artistic and stimulating environment that promotes both the social, physical and moral development of the individual student.

The aims of this policy are:

- To support each student's development that will foster and secure confidence and independence.
- To provide a place where students feel secure, safe and happy and valued as individuals.
- To raise awareness of all staff the need to safeguard students and of their responsibility in identifying and reporting possible cases of abuse.
- To emphasise the need for good levels of communication between all members of staff.

- To develop a structure procedure within the school, which all staff in case of suspected abuse, will follow.
- To ensure that all adults within the school who have access to children have been policed checked and references given to check as to their suitability.

Employment will only commence once a CRB check and previous employment history (CV) are in place. All relevant teaching certificates or diplomas will be kept on file throughout that staff member's employment. If a member of staff should leave then documents will be placed in the school's safe for the recommended time and there after will be destroyed.

Any false documents or information will lead to a full investigation and could lead to immediate termination of employment and on serious fraud the police will be informed. If a CRB check is returned to the school with previous offences, an interview will take place to establish the reason behind the offence.

## **19 Child Protection**

The school holds both a moral and a legal responsibility for the protection of its students from physical, sexual or emotional abuse. In accordance with this, all employees of the school are checked by the Criminal Records Bureau before employment is confirmed.

The law recognises four broad categories of abuse, all of which relate to children under the age of 18:

- Neglect which includes the failure to carry out important aspects of care resulting in the significant impairment of the child's health or development.
- Physical Injury which is broadly self-explanatory.
- Sexual Abuse which includes any form of sexual activity to which the child cannot give true consent either by law or because of ignorance, dependence, developmental immaturity or fear.
- Emotional Abuse which refers to occasions where the emotional or behavioural development of a child has been damaged as a result of persistent or severe emotional ill-treatment or rejection.

If any member of staff or parent has reason to suspect that a student is subject to any of these categories of abuse outside or inside school, it is his/her duty to report this to the Child Protection Officer in complete confidence. The CPO will request a written statement of the circumstances that give rise to suspicion. She will then judge how to proceed, seeking advice, as necessary, from the NSPCC, Social Care, the Police and the school's Medical Officer. It is not the school's responsibility to investigate the reliability of allegations of this kind.

If an allegation of abuse is made against a member of staff or other employee of the school, a written statement of the nature and circumstances of the alleged abuse should be agreed and signed by the student concerned and should be passed to the Principal and Head of

## The Young Dancers Academy

Vocational studies. If the Head's are satisfied that there is a case to answer then the matter becomes one of staff discipline. The employee concerned is likely to be suspended from service (on full pay) while the issue is considered, and will be entitled to legal representation. If the allegation is against the Principal then the Head of Vocational and Academic studies will be informed.

All consideration of allegations of abuse will be treated with the utmost discretion. Where written statements or records exist, they will not be stored in files, which are openly accessible.

Issues relating to child protection are sometimes confusing and are always matters of deep concern. The following general advice is offered to all members of staff and others:

- If approached by a student who alleges abuse or if concerned that a student is a victim of abuse, staff should handle the matter with circumspection and with great care. If in any doubt, they should seek the confidential advice of the Principal. In particular, they should never promise absolute confidentiality, even at the risk of failing to receive information.
- They should make a clear written report of the relevant circumstances, devoid of opinion, suspicion or speculation. This should then be discussed in confidence with the Principal.
- Staff should never attempt to investigate a matter of this kind.

### **Recognition of possible abuse:**

It is extremely difficult to determine if abuse has occurred. Teachers should look carefully at the behaviour of their children and be alert for significant changes. Teachers should be aware that children may exhibit any of the following without abuse having occurred:

- Non accidental injury, bruising or marks
- Explanation inconsistent with injury
- Reluctance to give information about the injury
- A sudden change of behaviour – aggression, depression – withdrawn
- Attention seeking
- Hyperactivity
- Poor attention
- Hyper alertness
- Reduced response
- Abdominal pain or headaches
- Poor peer relationships
- Over sexualised talk or drawings
- Self harm
- Eating disorder
- Reluctance to change for dance
- Failure to thrive
- Recurrent / untreated infections
- Frequent absence from school or repeated lateness

## **20 Trips and excursions**

### **General principal**

The member of staff organising an activity or school trip is responsible for making sure that the permission has been obtained for the trip from the Principal and Head of Vocational studies. The decision for a trip to go ahead will be based upon:

- The satisfactory completion of a risk assessment
- A list of all students wishing to participate
- Details of the activity/trip, transport arrangements
- Numbers and details of chaperones.

Once permission has been granted for the trip to take place, the member of staff must obtain:

- A list of names of students and their address, telephone numbers and emergency contact numbers
- All relevant parental consent forms. Copies of these and emergency contact forms should be given to all members of staff on the trip.
- School insurance documents are held at the school office and copies of these handed to the staff member in charge of trip.
- A first aid kit will be taken on all trips.

When booking coaches, the staff leader will make sure all seat belts are fitted correctly. All staff will carry mobile phones and a spare battery.

An evaluation by the staff leader will be made and documents handed into the school office and placed on file.

The staff ratio should be one teacher to 20 students. However at the Young Dancers Academy our own ratio is 1 teacher to 10 students. Mixed parties will normally have staff of both sexes. There will be occasions when, usually in order to pursue independent study, students are not directly under the supervision of teachers during out of school activities, trips and excursions. They will always be clearly instructed to remain in a minimum group size of four on such occasions.

### **Parental Consent**

Specific consent will not normally be sought for educational visits or activities that take place wholly within scheduled lesson times. These activities will always be supervised with the same level of care that would be applied during any school activity.

Where trips extend beyond the confines of lessons, the teacher in charge will inform parents in writing of the nature of the trip, providing full details of the mode of transport, insurance arrangements and supervision arrangements. If the trip involves an overnight stay, then information will be given on the nature of the accommodation with any further relevant details. Parents will always be asked to sign a specific Consent Form for any trip or excursion of this kind. Unless this form is received, the student will not be allowed to go on the trip. Where trips involve a financial cost to parents a clear statement of the likely cost will be included on the Consent Form. It is normally possible for this cost to be added to the termly account. Parents and students may also be required to sign an agreement in respect of conduct and behaviour on the trip.

## **Behaviour**

The standards of behaviour expected from students on trips are exactly the same as those expected at school. Students must be particularly aware of the responsibility that teachers carry for their health and safety, and must always obey the instructions of their teachers or of other designated group leaders or instructors.

## **21 lunch break and travel forms**

Students eat lunch at the school house. In the upper years, 10 & 11, students are allowed out for lunch so long as they sign the leavers book stating they have left the building. This must be completed when they leave the building and when they return. All lunch time forms must be signed by parents when the student joins the school.

The lower school, years 7, 8 & 9 have their lunch at school and will, depending on weather, be allowed out with a member of staff for fresh air during this time. They will not under any circumstances be allowed out on their own

Travel forms asking for students' journey routes is completed by the parents and handed into the school office on the first day of term. If a student moves home then a new form is issued.

## **22 Personal, Social and Health Education**

PHSE is an important part of the taught curriculum. The aim is to promote personal, social and moral responsibility. PHSE helps to give the students the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active and responsible citizens. It is taught in a climate of mutual trust and respect which values all individuals and their cultures and demands good communication between staff and students.

PSHE is an integral part of the school's pastoral system and reflects and promotes the school's ethos. Responsibility for the sort of issues raised in PSHE lessons must be shared between school and home. The role of the school is to raise students' awareness, to provide accurate and proper information and to encourage full and personal consideration of these important and complex issues. We hope that this will be backed up at home and we have no desire to trespass on the proper responsibility of parents for their children's moral education. Parents are also encouraged to give suggestions and recommendations for topics to be discussed in PSHE. There is consultation with parents over the Sex and Relationship Education programme.

Changing concerns among parents, staff and students mean that the PSHE syllabus is flexible, and topics can be covered to meet varying needs.

## **23 Sex and Relationship Education**

We believe that effective sex education is essential if young people are to make responsible and well-informed decisions about their lives. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.

## The Young Dancers Academy

Parents are the key people in teaching their children about sex, relationships and morality. The school's programme aims to complement and to support parents. We are, therefore, keen that parents should contribute to and comment upon the school's policy.

Sex and relationship education at the Young Dancers Academy is delivered as part of our programme of Personal, Social and Health Education (PSHE). We make every effort to deliver sex and relationship education within a framework of values and of personal and social morality.

Much teaching involves class and group discussion. Teachers cannot offer or guarantee unconditional confidentiality. All parents have the right to withdraw their child from lessons in sex and relationship education.

We recognise that formal lessons are only a part of the way in which students learn about Sex and Relationship Education. All members of staff have implicit responsibility for Sex and Relationship Education, as is the case with moral education. Parents will be informed in writing when such lessons beginning and will be asked to sign a consent form regarding this subject to be taught to their child.

### **24 Disabled access policy**

#### **Disability Discrimination Act 2002**

The school is committed to ensuring that the resources and talents of all its staff and students are utilised to the full and that no job applicant, employee or student receives less favourable treatment in any aspect of employment or of education on the grounds of gender, ethnic origin, nationality, colour, religious belief, marital status, sexual orientation, socio-economic grouping, disability, learning difficulty or health problem which cannot be shown to be relevant to performance in the job or position within the school.

Wheelchair users are able to access the ground floor at the Young dancers Academy via a ramp and through double doors at the front of the building. The school has a disabled toilet and changing area. The ground floor dance studio and reception area is fitted with a ramp for easy access. Staff meetings, parent consultations can be held in the reception area or studio and a classroom can also be set up in this space.

At present the 1<sup>st</sup> floor is not accessible for wheelchair users. The Young Dancers Academy will within two years fit a stair lift so this floor is accessible to everyone. On entry to the Young Dancers Academy all students will be assessed to identify anyone who would benefit from additional support with their studies. If during the training it is noticed that a student is having difficulties a meeting will be set up between the students, parents and staff to assess the best course of action. Meetings will then continue to take place once every term to make sure that all pre-arranged targets are met.

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<b>Action</b>	<b>Timescale</b>	<b>Target &amp; Responsibility</b>
Ground floor of the school building accessible to all disabilities and wheelchair users. Toilet and changing areas accessible and dance studio. All fire exits and information in large clear signs. Students assessed to identify learning difficulties including dyslexia.	Year 1 September 2008 to 2009	All targets so far have been met and have been checked by the Head of Academics and Mr Alan Marshall, building contractor with planning support from Adams & Collingham Architects.  Staff to arrange a meeting with parents to set targets for their child if needing extra support.
Stair lift Continue staff training to up date and revise equal opportunities policy and disabled discriminations policy.	Year 2 September 2009 to 2010	Stair lift Staff meetings with all staff Additional help and support for all students who have successfully auditioned but require help in their academic studies.
Continue staff meetings regarding the up date of all policies. Access to all floors for everyone.	Year 3 September 2010 to 2011	Head of departments.

*Date: April 2011*

*Review date: April 2012*

## **25 Insurance**

Loss of students' personal possessions at school, journeys to and from school and when students are travelling on school trips is not covered by the school. The school will of course

endeavour to ensure that students' possessions are safeguarded. However, the school cannot accept liability for loss or damage to items of personal property and parents should ensure that their household contents insurance is adequate to provide cover. This is particularly important where items of high replacement cost are concerned. We firmly recommend that, if it can be avoided, students do not bring expensive items to school and do not carry more money than they need for daily travel etc.

## **26 Incidents**

The school's Public Liability Insurance covers only incidents for which the school can be held legally liable, for example, where damage to property results from negligence on the part of the school or its staff. Accidental damage caused by a student to a third party property will not be covered by the school. Most domestic insurance policies relating to buildings and/or contents include Third Party Liability cover, which should extend to members of the policyholder's family and to situations outside the home. Parents are advised to establish that they possess such cover.

## **27 School management responsibilities**

Overall responsibility for the management of the school's policies and practise lies with the Principal and Head of Vocational Studies.

Principal – is responsible for all matters relating to:

- Daily operation and administration of the school and coordinates the timetable
- Health and safety on school trips and external events
- The settling and payment of fees, insurance, school building and staff
- School Policies
- Pastoral care within the school and for ensuring appropriate standards of behaviour is maintained.

Head of vocational studies – is responsible for all matters relating to:

- The development and implementation of all vocational training programme.
- Students' individual development within the classical ballet context and other forms of dance.
- Performance opportunities and audition applications.
- Summer school and external dance events.
- Pastoral and dance injury care.

Head of academics – is responsible for all matters relating to:

- The schools curriculum and examinations
- General and regular communications and meetings with parents and staff
- Students welfare within the academic timetable
- Professional standards and development of academic staff
- The recording of satisfactory systems for rewards and sanctions

Exams Officer – is responsible for all matters relating to:

- Examination entries of all levels
- Communicating with all examination boards.

## **28 Recruitment information**

This information will be sent to all teachers who apply for a position at The Young Dancers Academy.

- Schools prospectus
- Description of post applied for
- What's expected of staff: including punctuality, marking schemes, curriculum and plans
- Code of conduct
- Teacher responsibilities
- Payment information
- Hours required

We would require the following information: CRB, Curriculum Vitae and references.

Once a teacher has been offered a position we will send them a welcome pack which will include:

- Contract,
- Term dates,
- Payment information,
- Staff meeting schedules and timetable.

## **29 School Emergency Management Plan**

An event – or events – usually sudden, which involve experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences.

### **In school**

- A deliberate act of violence, such as the use of a knife or firearm
- A school fire
- A pupil or teacher being taken hostage

### **Outside school**

- The death of a pupil or member of staff through natural causes or accidents
- A more widespread disaster in the community
- Death or injuries on school journeys or excursions
- Civil disturbances and terrorism

In the event of a school related emergency the proposed arrangement is outlined here:

### **Incident occurs**



## The Young Dancers Academy

Kerry Williams – Principal is informed or Staff member in charge if Kerry is involved.



Kerry Williams contacts Anna du Boisson –Head of Vocational studies  
Evelyn de Villiers – Head of Academics is informed  
Or Lindsay Gabrysch – Assistant Director of WLSD



Kerry Williams or Heads of departments contact relevant emergency services or Hammersmith and Fulham School Services. They will instruct to contact parents. Open and continue to maintain, a personal log of all factual information received, actions taken, and the time of those events.

If media attention is drawn DO NOT release names unless formally agreed by the parents or those involved.

Heads of departments and the school's Principal will form an 'Emergency Management Team', and nominate one member of staff to answer telephone calls.

A meeting with ALL staff is to be arranged and a briefing of events given.

Students to be told of events when appropriate and to be joined by staff so as to give support if needed.

Maintain consent contact with parents involved at all times.

### **30 Appropriate Physical Contact in Dance Policy**

- Dancing is a physical skill and in order to help and facilitate the student's learning the teacher will need, at times to physically guide a movement by touch.
- Contact by the teacher is made, with particular awareness of the needs of each individual, to assist young dancers in correcting placement.
- The school accepts that it is necessary to adjust parts of the body (especially with younger students)
- The teachers will treat any physical contact with due sensitivity and care.

*Date: April 2011*

*Review: April 2012*

### **31 Health and Safety in the dance studio - Safe Dance Practice - Risk Assessment**

The overall responsibility of ensuring that the dance studios are safe to dance in is that of the proprietors Anna du Boisson and Kerry Williams. However dance staff must take responsibility of their class and ensure that dancers may move around freely within the

## The Young Dancers Academy

space. Studios are checked prior to students entering them and no student may enter unless a member of staff is in the room.

### **Space**

- Check that the studio is clear enough to work in.
- Is the space large enough to accommodate the lesson
- Is the space accessible?
- Are all the emergency fire exits clearly marked and are not blocked?
- Any damage to the studio should be reported to the school office immediately.

### **Floors**

- The newly sprung floors fitted by Harlequin are designed to be hard wearing and yet gives dancers a softer landing when jumping.
- Make sure nothing has been spilled and that the floor is not damaged in any way.
- Floors are to be cleaned in an evening after all dance classes have finished. The correct fluid must be used so the floor is not slippery.

### **Ventilation and Heating**

- The studio is carefully monitored so that the temperature is comfortable for dancers to work in.
- The temperature maybe controlled and if necessary windows open.

### **Electrical equipment**

- All electronic equipment at the Young Dancers Academy is PAC tested.

### **Music Rights**

- Young Dancers Academy pays an annual fee to the Performing Rights Association. This allows staff to not only have live musicians but to use recorded music.

### **Dance etiquette and behaviour in the studio**

- All students must wear the school vocational uniform in all their vocational lessons. This includes smart tidy hair and ribbons tucked into shoes.
- Once warm ups are taken off they should be hung on the pegs provided.
- Students must allow the teacher and pianist, if he/she is playing at the beginning of class, to enter the studio first.
- At the end of the class students are expected to shake hands with their teachers and thank them for the class.
- If a student is injured and they are not taking part in the class but it is felt that they are able to watch the class, they must make sure they are sitting in a safe area of the studio.

### **Accidents**

- If an accident happens in the dance studio the teacher will stay with the person and send a student to get the first aider.

## The Young Dancers Academy

- As stated in the First Aid policy, all accidents are logged by the first-aider.

### **Fire Alarm**

- If the fire alarm sounds students are to exit through the nearest fire exit without collecting their belongings.

**Students are expected to respect and look after their dance space.**

*Date April 2011*

*Review date: April 2012*

### **33 DANCE ASSESSMENT POLICY**

Young Dancers Academy carries out an annual formal appraisal of all students. A prepared class enables students to demonstrate a full range of their work, highlighting his or her progress against the Schools assessment criteria.

All appraisal classes will show appropriate exercises relating to the age and ability of each student. Each class will be observed by the Ballet faculty and an invited guest who specialises in Classical Ballet.

Notes on each child are made throughout the appraisal class plus general notes on the dancers and their training as a whole. This process also provides the teachers with invaluable feedback so that they may constantly refine their respective teaching practises and discuss, as a body, the School's established teaching methodology.

Prior to the yearly formal appraisal, each class is filmed, allowing each student the opportunity to look objectively at their work under the supervision of their respective teacher. Emphasis is made, not only on the corrections needed, but on the good work demonstrated. This process allows the students to view their work in an accurate and balanced manner and understand their level of progress.

During the appraisal, attention is paid to the following criteria\*:

#### 1. General Appearance

- Hair
- Uniform
- Shoes

#### 2. Classical Technique

- Correct Posture and Weight Placement
- Coordination
- Control and Stability
- Classical Line
- Spatial Awareness (Peripheral and Performance)
- Dynamics

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### 3. Musicality

- Timing Rhythm
- Responsiveness to Music
- Phrasing and Musical Dynamics

### 4. Performance

- Expression
- Interpretation
- Lyricism
- Communication

\* See form YDA Assess/1

Following the appraisal, each student will have a meeting with the School's director, and a subsequent letter is sent to all parents or guardians informing them of the outcome of the appraisal.

Continuous assessment is made in all classes throughout the academic year. Particular attention is made to the health and general well-being of every student and that all potential injuries are dealt with in an efficient and appropriate manner by the teacher under the guidance of the School's physiotherapist.

A termly filming of an unprepared class is made in order to constantly assess the progress of each student.

Young Dancers Academy operates an 'open door policy'. Parents and students are actively encouraged to communicate with the dance faculty whenever the need arises so as to ensure a clear and accurate understanding any given circumstance.

### ASSESSMENT CRITERIA

0	Work was not shown
1	Standard not attained (Very Limited)
2	Standard not attained (Limited)
3	Standard not attained (Weak)
4	Some (ability to demonstrate required criteria)
5	Fair
6	Fairly Good
7	Good
8	Very Good
9	Excellent
10	Exceptional

*Date: April 2011*

*Review: April 2012*

**School office:**

25 Bulwer Street,  
London W12 8AR

Tel. 020 8743 3856

Mobile: 07884237181

Email: [youngdancersch@aol.com](mailto:youngdancersch@aol.com)

**Principal**

Kerry Williams

**Head of Vocational Studies**

Anna du Boisson A.R.A.D dips. PDTC

**Head of academic studies**

Evelyn de Villiers M.Sc, B.Sc, P.G.C.E