

CHARLOTTE JACQUELINE  
School of Dance

**EQUAL OPPORTUNITIES  
POLICY**

# Equal Opportunities: Basic Principals

1. Every member of the school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.
2. A good education for all our pupils is possible only if equal opportunities practices are an integral feature of all aspects of the life of the school.
3. Equal Opportunities practices should be evident in
  - the formal curriculum (the programme of lessons);
  - the informal curriculum (extra-curricular activities); and
  - the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).
4. All members of the school should be aware of our equal opportunities policies. This includes pupils, teaching staff, and parents.
5. Any member of the school acting in a manner contrary to the spirit of the policy should be made aware of the unacceptable nature of his/her behaviour.

Equal opportunities issues should be seen as inter-related and as applying to all aspects of our school life. This should be kept in mind when reading the points outlined below, which cover the main areas.

## 1. Religion

1.1 We acknowledge that members of the school can come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.

## 2. Culture, Class and Race

2.1 We acknowledge that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.

2.2 We recognise the inequalities of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self esteem, expectations and performance so as to have wider choices in life.

2.3 We understand the need to be different without being excluded.

2.4 We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background - sikhs' turbans, muslim girls' headscarves etc. so long as they do not prove to be a danger to the student or others in the class when they are dancing.

2.5 We value the history, experience and contribution of our multicultural community and seek to express this in the curriculum and life of our school: all members should feel that their language or dialect is valued and that bilingualism is regarded as advantageous. We try to counter negative, patronising and stereotyped views: a prime cause of prejudice is ignorance and misunderstanding.

2.6 We will not tolerate racist behaviour in any form.

2.7 We actively seek the involvement of our pupils' parents and inform them of our commitment to developing mutual respect.

### 3. Gender

3.1 As a school, we accept that there are gender inequalities in our society which impose limits, particularly on girls' expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.

3.2 We are committed to following a syllabus which avoids unnecessary gender divisions.

3.3 We try to ensure:

- That we break down traditional sex stereotypes.
- That all pupils have opportunities for working with pupils of both sexes,
- That all students have chance to learn all syllabus exercises.
- That pupils are encouraged to pursue less conventional subjects and interests (for example - boy's ballet.)

### 4. Sexuality

4.1 As a school, we make no assumptions about the sexuality of any of our members.

4.2 Derogatory name-calling (of any sort) is unacceptable.

### 5. Special Education Needs

5.1 We welcome pupils with special needs. We undertake to assess and meet the needs of all our pupils as far as we are able. We aim to create a happy and educationally exciting environment in which all pupils can prosper.

5.2 We try to avoid stereotyped assumptions about the behaviour of boys and girls as these can often influence identification and assessment procedures.

5.3 Because pupils develop at different rates for different activities, we adopt a child-centred approach to learning which is based on each pupil's needs.

5.4 We try to ensure that pupils with physical disabilities are facilitated in participating in the school's syllabus to the fullest possible extent.

5.5 Pupils with special educational needs constitute a very diverse group: they include pupils with physical, emotional, behavioural or learning difficulties, those with impaired sight or hearing. We acknowledge that especially able pupils have special needs, too.

### 6. Recruitment and Selection

6.1 The school's staff development and recruitment and selection policies are based on good equal opportunities practice.

*Charlotte Jacqueline School of Dance is working towards good equal opportunities practices: applications are welcome from all sections of the community and candidates will be considered solely on their professional suitability for the post.*