

Central School of Ballet

Equity, Diversity and Inclusion Policy Statement

The logo for Central School of Ballet, featuring the text "Central School of Ballet" in white on a teal square background.

Central School of Ballet seeks to foster an inclusive environment for the entire School community.

We recognise that some individuals and communities in our society face obstacles and experience unfair disadvantage. Therefore, in line with our vision to be an institution which supports an increasingly diverse and innovative, internationally recognised culture of dance in the UK, we are committed to finding ways to address these barriers where we can.

A commitment to equity, diversity and inclusion is fundamental to our School's core values, ensuring our success as a world class provider of dance training with a positive and supportive culture, where all staff and students feel empowered and respected.

Equity, diversity, and inclusion requires a strong commitment and concerted action to build an environment where opportunities are open to all, difference is valued, and where everybody can reach their full potential without fear of harassment, prejudice or discrimination.

Every person in our School has a responsibility for making an inclusive environment at Central where all members of our community feel welcome and are able to be themselves.

Anti-Racism

The School is committed to ensuring the inclusion of students and staff from all backgrounds, ethnicities, and races. We operate under an anti-racist ethos and are therefore involved in a continual process of focused actions against racism.

We understand and acknowledge that in its position as a higher education provider, the School plays a direct role in shaping the culture of Ballet and the wider dance industry and arts sectors. We acknowledge the lack of diversity at all levels of these sectors, including our own institution, and how this lack perpetuates the existing systems of oppression.

As an institution, we aspire to be better and do better by being proactive in contributing to the dismantling of exclusionary structures so that all members of the School community, students, staff, and visitors feel seen, heard, and valued. For more information about how we are doing this please refer to our [Inclusivity Policy: Tackling Racial Inequality](#).

We are particularly focused on enabling access to dance for people from underrepresented populations. One of our [Access and Participation Plan](#) targets is early access and continued provision of Ballet for Black and Brown children and those from the Global Majority.

Sexuality, Sexual Orientation and Gender Identity

The School is committed to the inclusivity of the entire LGBTQIA+ and Gender Non-Binary communities. We welcome students and staff with these identities.

We work to support and facilitate a student's ability to engage positively and fully with their course of study and to fulfil the expectations of the training. Similarly, we aim to support and facilitate the experience of all current and prospective staff of the School.

We recognise that for some people 'coming out' and/or defining their gender identity is an important aspect of understanding and feeling comfortable with who they are. Other people may not wish to define themselves in these ways. We would always respect how an individual wishes to self-define and we understand that, for some people, whether and how they choose to identify themselves may change overtime.

We are a 'Trans' affirmative community. We acknowledge that 'Trans' identities are diverse and trans people may refer to themselves using one or more of a variety of terms such as transgender, gender-queer (GQ), gender-fluid, non-binary, and gender-variant. We seek to support those who have or intend to transition and ensure that they feel a valued member of our community. Whatever the individual circumstances, the School is committed to being flexible and supportive. Discrimination and harassment on the grounds of a person's actual or perceived sexual orientation and/or gender identity will not be tolerated.

To find out more please refer to the [Inclusivity Policy: Sexuality and Sexual Orientation](#) and [Inclusivity Policy: Gender Identity](#).

Disability, d/Deaf and Neurodiversity

The School is committed to ensuring the inclusion of all students who are disabled, d/Deaf, neurodiverse and those with complex and diverse needs that may include physical/sensory impairments, mental health difficulties and specific learning differences (SpLDs).

We work to support and facilitate all students' abilities to engage positively and fully with their course of study and to fulfil the expectations of the training. Wherever feasible, we make reasonable adjustments to accommodate a student's disability, impairment, or other support need.

As a school, we are very proud to work successfully with student cohorts with high proportions of specific learning differences.

We feel that it is important to make sure that anyone who discloses a disability feels included and supported by the School. Whatever the individual circumstances, we committed to being flexible, supportive, and making clear that discrimination and harassment against disabled people will not be tolerated.

For more information about how we include disabled staff and students including those with SpLDs, mental health conditions, sensory and physical impairments, and other diverse and complex needs, please refer to our [Inclusivity Policy: Disability, d/Deaf and Neurodiversity](#) and [Guide to Student Support](#).

Religious Belief and Religious Observance

The School is committed to ensuring the inclusion of students and staff from all faiths and none.

We aim to support and facilitate all students to engage positively and fully with their course of study and to fulfil the expectations of the training. While the School is a secular institution that is committed to diversity, we recognise that the School operates in a multi-cultural and multi-faith environment. As such we acknowledge the breadth of awareness needed to develop an inclusive learning community where potential discrimination and misunderstandings are avoided.

The School welcomes all applicants, both students and staff, with religious belief. The School will always aim to be as inclusive and flexible as possible to not create artificial barriers within the institution.

Whatever the individual circumstances, the School is committed to being flexible, supportive, and making clear that discrimination and harassment on the ground of religious belief will not be tolerated. To find out more about how we are doing this please refer to the [Inclusivity Policy: Religious Belief and Religious Observance](#).

Accountability

Our work to embed equity, diversity and inclusion is based in due regard for people's protected characteristics (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation). In accordance with the Equality Act 2010 we are committed to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

In line with our [Code of Behaviour](#), it is our expectation that all members of staff will behave in an acceptable manner. This includes treating others with courtesy, respect and consideration and conducting themselves professionally when interacting with members of the School community. Unacceptable behaviour including bullying, harassment and victimisation or discrimination will not be tolerated, and any allegations will be taken seriously and dealt with appropriately under the relevant HE procedures.

Our Board of Trustees has ultimate accountability for compliance with the Equality Act and for ensuring that we can demonstrate compliance by:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Removing any existing and potential barriers to inclusion is critical to creating an inclusive work and learning environment where people feel welcomed, valued, and supported.

Concluding statement

As a School, we are committed to ensuring the inclusion of students and staff from all backgrounds, of all genders, sexualities, religions, and disabilities. The School recognises that structural inequalities in the arts, education, and society more broadly often negatively impact many groups of our students and staff. It is our collective responsibility to ensure that everyone in the School community feels seen, heard, valued, and safe.

Reviewed by: Dr Jamieson Dryburgh

Last Updated: 20 May 2024

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