



# CODE OF PROFESSIONAL PRACTICE

for teachers registered with  
the Royal Academy of Dance

ROYAL ACADEMY OF  
**DANCE**

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## I. Overview

The Code of Professional Practice sets out the standards of conduct and professional practice that the Royal Academy of Dance (RAD) expects and requires of all its registered teachers.

The Code of Professional Practice sets standards for teachers, registered with the RAD that are underpinned by the vision, mission and values of the RAD, and which seek to set, maintain and promote the highest standards of dance education, teaching and learning worldwide.

The Code of Professional Practice is binding on all teachers registered with the RAD. Failure to uphold the Code of Professional Practice could result in removal from the register of teachers and expulsion from membership of the RAD (see sections 5 & 6).

## 2. RAD vision, mission and values

**Vision:** Leading the world in dance education and training, the RAD is recognised internationally for the highest standards of teaching and learning. As the professional membership body for dance teachers, it will inspire and empower dance teachers, students, members, and staff to make innovative, artistic and lasting contributions to dance and dance education throughout the world.

**Mission:** The RAD exists to promote and enhance knowledge, understanding and practice of dance internationally by educating and training teachers and students and by providing examinations to reward achievement, so preserving and extending the rich, artistic and educational value of dance for future generations.

**Values:** The RAD provides LEADERSHIP as an organisation and as individuals. The RAD values its people. At every level of the organisation teachers, students, members and staff are EMPOWERED to think creatively, recognising their ability to make significant contributions to the business. The RAD supports and promotes the concept of lifelong learning and continuing professional development for all.

The RAD expects all teachers, students, members and staff to treat one another with RESPECT and to be committed to openness and TRUST in all professional relationships. The RAD also believes in RECOGNISING and REWARDING loyalty.

The RAD promotes ENJOYMENT and FULFILMENT in all that it does and offers as an organisation. It is committed to creating an engaging, welcoming environment that inspires artistry, facilitates teaching and encourages learning.

The RAD will:

- communicate openly
- collaborate within and beyond the organisation
- act with integrity and professionalism
- deliver quality and excellence

- celebrate diversity and work inclusively, and
- act as an advocate for dance.

### 3. Expected values and behaviour

Teachers registered with the RAD will make their students' learning their primary objective and as such are accountable for achieving the highest possible standards in their teaching, work and conduct.

**Teachers must at all times:**

- act with honesty and integrity
- have secure subject knowledge
- keep their knowledge and skills as teachers up to date
- engage in self-evaluation
- forge positive professional relationships, and
- work with parents and guardians in the best interests of their students.

#### 3.1 Teaching

**Teachers must:**

##### 3.1.1 Set high expectations that inspire, motivate and challenge students.

- Encourage and support all students in reaching their full potential as dancers in order to promote their emotional, intellectual and physical well-being.
- Provide a secure foundation for the integration of knowledge, understanding and skills characteristic of the broader remit of dance education.
- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Demonstrate to students with a positive attitude, the values and behaviour expected of them.

##### 3.1.2 Understand that dance teaching is a holistic practice that engages both students and teachers in a complex interaction of mind and body.

- Make use of different models of teaching to suit the age and stage of students' learning, including models of communication and informal assessment.
- Guide students to reflect on the progress they have made and on their continuing needs and goals.
- Encourage students to take a responsible and conscientious attitude to their own learning.
- Draw on a range of written, oral and non-verbal communication behaviours while teaching.

##### 3.1.3 Demonstrate comprehensive subject and syllabus/curriculum knowledge.

- Have secure and up-to-date knowledge of the requirements for any examinations for which students are being prepared.
- Foster and maintain students' interest in and enjoyment of dance and

promote the value of progression and achievement.

- Be aware of students' abilities, their prior dance experience and knowledge and plan teaching that allows the student to build on these attributes.
- Interactively develop exercises with individual students and classes in accordance with their physical, motor and psychological level of understanding and current ability.

### **3.1.4 Plan and teach well-structured lessons.**

- Acknowledge that the appreciation, knowledge and understanding of dance performance is central to effective dance education and training, and encourage and support students to engage with dance as a performing art.
- Devise lessons that are appropriate to the students, based on:
  - a broad understanding of child development (physical, motor, cognitive and affective)
  - knowledge of each student's current ability/level
  - knowledge of the vocabulary and assessment criteria at each level of the syllabus/curriculum
  - understanding of pedagogical principles
  - awareness of current dance teaching practice, and
  - practical constraints such as studio size, floor, barres and other resources.
- Fully draw upon a range of pedagogical skills, including but not limited to:
  - simplification of complex movements into individual elements
  - use of music, rhythm, words and sounds to aid understanding
  - use of multisensory learning experiences
  - repetition and variation
  - graduated complexity to aid progression, and
  - incorporation of students' ideas and feedback.

### **3.1.5 Adapt teaching to respond to the strengths and needs of individual students.**

- Assess the current stage of each student's training and identify whether they need personal assistance with any specific movements.
- Demonstrate an awareness of the physical, motor, social and intellectual development of children (students) and know how to adapt teaching to support their dance education and training at different stages of development.
- Have a clear understanding of the needs of all students including those with Additional Learning Needs (ALN), and be able to use differentiated teaching approaches to engage and support them.

### **3.1.6 Manage behaviour effectively to ensure a positive and safe learning environment.**

- Set clear rules and routines in the dance studio and take responsibility for promoting respectful and courteous behaviour.
- Have high expectations and establish a framework for discipline with a range of strategies, using praise, affirmations and rewards consistently and fairly.

- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

## 3.2 Continuing Professional Development

Teachers must:

**3.2.1 Commit to engage in Continuing Professional Development (CPD) in order to maintain up-to-date knowledge, understanding and skills which will enable them to respond to developments in the dance profession** (in line with the Rules and Regulations of the RAD CPD Scheme, which is mandatory for all teachers registered with the RAD).

## 3.3 Examinations

Teachers must, when entering candidates for examinations:

**3.3.1 Have due regard for, and comply with, all relevant policies, rules and regulations published by the RAD Examinations Board, including but not limited to those relating to:**

- the registration of schools and candidates
- the entry of candidates for examination, including conditions of entry and prompt payment of fees
- the requirements for hosting examinations in Approved Examination Centres
- the content of examinations, mark schemes and assessment criteria
- the requirements related to Certificates, Results Forms, Assessment Reports, Medals and Bars, including passing these on to candidates in a timely manner; and
- the requirements imposed by any relevant regulatory body.

Teachers must not:

**3.3.2 Tamper with, deface, amend, replace or affix any symbol whatsoever to any of the documents referred to above in 3.3.1 or other documents from time to time in place for examination results or assessment reports, or fraudulently issue to any third party any such items.**

Teachers must:

**3.3.3 Maintain high standards of transparency and openness in their dealings with candidates, parents and guardians in respect of examination fees, including:**

- itemising and explaining clearly the purpose of any fees charged to candidates or parents and guardians over and above the published examination fees.
- only charging candidates, parents and guardians fees for RAD examinations for which they have specifically entered or intend to enter the candidate in question.

Teachers must not, in any way:

**3.3.4 Misrepresent or abuse their status as a teacher registered with the RAD who is eligible to enter candidates for examinations, including but not limited to:**

- misrepresenting to candidates, parents and guardians or the wider public, their eligibility to enter candidates for examinations where this eligibility is temporarily or permanently suspended for whatever reason, including but not limited to, non-payment of membership fees.
- entering candidates on behalf of another teacher who is ineligible to enter candidates for RAD examinations in circumstances where this might reasonably be considered to have the effect of falsely conferring such eligibility on that teacher. This includes entering candidates on behalf of a teacher who is ineligible to enter candidates by reason of their registration having been temporarily or permanently suspended.

## 4. Personal and professional conduct

Teachers registered with the RAD are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career.

**Teachers must:**

**Uphold the trust placed in them by students, parents, guardians and the RAD, by maintaining high standards of ethics and behaviour, within and outside the dance studio or school, in particular:**

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with good practice and statutory requirements imposed upon them
- showing tolerance of and respect for the rights, faiths and beliefs of others
- ensuring that personal beliefs are not expressed in ways which offend students or their families or exploit students' vulnerability, and
- acting with integrity in all professional and business judgements, demonstrating honesty, fair dealing, courtesy and consideration for other dance professionals, organisations, students and their families at all times.

**Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.**

**Have an understanding of, and always act within, statutory frameworks and all RAD policies and frameworks that apply to them or which set out their professional duties and responsibilities.**

**Teachers must not:**

**Misrepresent their qualifications, experience or professional status.**

## 5. Unacceptable professional conduct and misconduct

Unacceptable professional conduct or misconduct is that which falls short of the standard expected of a teacher registered with the RAD and is behaviour that involves a breach of the standards of propriety expected of the dance teaching profession. Whether a teacher is guilty of unacceptable professional conduct or misconduct is a matter that will be determined at the conclusion of a Conduct Hearing, following the instigation of disciplinary action under the Disciplinary Rules and Procedures that are in place for teachers registered with the RAD (summarised below).

### 5.1 Conduct relating to students, parents, guardians and colleagues

Teachers registered with the RAD may be found guilty of unacceptable professional conduct or misconduct:

#### Where they:

- Seriously demean or undermine students, their parents, guardians, or colleagues, or act towards them in a manner that is discriminatory in relation to gender, marital status, religion, belief, colour, race, ethnicity, class, sexual orientation, disability or age.

#### Where they fail to:

- Take reasonable care of students under their supervision with the aim of ensuring their safety and welfare.
- Observe confidentiality in a manner consistent with legal requirements.
- Comply with the requirements of the RAD and relevant statutory bodies relating to the examination, assessment and evaluation of student achievement and attainment.

### 5.2 Other conduct

Teachers registered with the RAD may be found guilty of unacceptable professional conduct or misconduct:

#### Where they fail to:

- Maintain appropriate standards of honesty and integrity in management and administrative duties, including in the use of school property and finance.

#### Where they:

- Misuse or misrepresent their professional position, qualifications or experience.
- Act in any other way which has the potential to, or which does bring the reputation and standing of the RAD and the dance teaching profession into serious disrepute.
- Do not comply with the minimum requirement of annual CPD without just cause or pre-approved exemptions.
- Knowingly submit a false declaration of their annual CPD Requirement.



The list of conduct above is a non-exhaustive list.

It is not the purpose of this Code of Professional Practice to itemise the provisions of employment, health and safety, child protection, copyright, data protection, equality and diversity or insurance laws etc. in each country of operation. Accordingly teachers registered with the RAD must be aware of all legal obligations imposed upon them as teachers and must comply with all legal obligations relevant to their country of practice.

## 6. Breaches of the Code of Professional Practice

If a member of the RAD should know of, or become aware of, any breach of this Code of Professional Practice by a teacher registered with the RAD they should notify their local RAD office. For a full list of contact details visit [www.rad.org.uk](http://www.rad.org.uk)

Breaches of the Code of Professional Practice may also be brought to the attention of the RAD by non-members, for example, a student, parent, guardian or any member of the public.

The RAD, its members, students, parents, guardians and the public, as well as the dance teaching profession have a right to expect teachers registered with the RAD to uphold the highest professional standards.

Any breach of the Code of Professional Practice brought to the attention of the RAD, or of which the RAD becomes aware, may result in action being taken in accordance with the Disciplinary Rules and Procedures relating to all members, pursuant to Bye-Laws 9.3 and 10.1 of the Royal Academy of Dance (Disciplinary Rules and Procedures).

While a breach of the Code of Professional Practice can give rise to disciplinary action being taken against a teacher registered with the RAD, it does not necessarily follow that disciplinary action means that the teacher will automatically be removed from the register of teachers. The RAD has a number of sanctions available under the Disciplinary Rules and Procedures, which are that:

- the member be reprimanded
- the member have their membership of the RAD terminated forthwith
- the member's teaching registration be removed (where appropriate)
- the member's name be removed from the RAD register of teachers, (where appropriate), and
- the member be declared ineligible to apply for future membership of the RAD or teacher registration, for a specified period or indefinitely.

Where a teacher registered with the RAD is convicted of a criminal offence they must report this to their local RAD office. Where the RAD receives information to the effect that a teacher has been convicted of a criminal offence, the RAD may request that the teacher provide a Standard Disclosure Certificate or other similar notice providing evidence of their criminal record (if any) and the teacher must provide such

evidence within the time stipulated in the written request (the period for compliance being no more than 28 days).

Not all convictions are seen as relevant to teacher registration or membership of the RAD and each case will be considered individually.

Correspondence in connection with this Code of Professional Practice should be directed to the local RAD office. For a full list of contact details, visit [www.rad.org.uk](http://www.rad.org.uk)

## 7. Disciplinary procedure

The RAD has a set of disciplinary rules and procedures relating to teachers registered with the RAD. This section provides a summary of the Disciplinary Rules and Procedures relating to all members, pursuant to Bye-Laws 9.3 and 10.1 of the Royal Academy of Dance.

### 7.1 Complaints Policy and the Disciplinary Rules and Procedures

Any complaint received against a teacher registered with the RAD will be taken seriously and dealt with in accordance with the rules set out in the Complaints Policy and the Disciplinary Rules and Procedures, and if necessary the RAD will liaise, as appropriate with local authorities if a teacher has acted unlawfully.

All complaints will first be screened by the person(s) designated under the Disciplinary Rules and Procedures to act as the Complaints Officer for the RAD. Depending on the facts of the case and the seriousness of the complaint, the Complaints Officer may recommend to the Chief Executive:

- a. that there is no prima facie case to answer; or
- b. that the complaint is trivial or vexatious and is dismissed; or
- c. noting that the complaint is the subject of proceedings before a court and that pending the outcome of those proceedings the complaint shall be put on one side and reviewed in the light of the outcome of those proceedings; or
- d. that the complaint may be resolved through a process of mediation, in which case the Complaints Officer shall make arrangements for such a process to be put in place. If the mediation is unsuccessful, then the Complaints Officer shall reach one of the findings at (i) or (ii) below:
  - i. that there is a prima facie case to answer and a Conduct Hearing should be convened; or
  - ii. there is no prima facie case to answer and the complaint be dismissed and the matter closed.

The teacher will be notified in writing of the complaint received and under the Complaints Policy will be given an opportunity to state their case and to provide any information they consider relevant to the complaint made against them.

## 7.2 Conduct Hearing and right to appeal

If a Conduct Hearing is convened the teacher will be advised in writing of this and informed of the procedure that will be followed in accordance with the Disciplinary Rules and Procedures in force at the time.

All Conduct Hearings will be held in private and the teacher will have the right to attend and make representations on the evidence presented and why they should not be disciplined. The teacher will be notified in writing of the decision of the Conduct Hearing, generally within 10 working days of the Conduct Hearing taking place.

A teacher has the right to appeal the whole or part of the decision made at the Conduct Hearing, within seven days of receipt of the written notification of the decision. An Appeal Hearing will be convened in accordance with the Disciplinary Rules and Procedures.

## 7.3 Publication of decisions of Conduct Hearings and Appeal Hearings

The Board of Trustees and the teacher will be notified in writing of the decision of the Conduct Hearing and Appeal Hearing. The outcome of any hearing, including any sanction imposed on the teacher may, depending on the conduct and circumstances giving rise to the Conduct Hearing, be reported on the RAD website and in the RAD's publications, *Dance Gazette*, *Focus on Members* and *Focus on Exams*, or any other publication deemed by the RAD to be appropriate.

## 8. RAD policies

RAD policies may be viewed at [www.rad.org.uk](http://www.rad.org.uk)

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