

Dignity at Work and Study Statement and Guidance

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Dignity at Work and Study Statement

1. Introduction

The Royal Conservatoire of Scotland is fully committed to creating an environment where all staff and students treat each other fairly and with mutual respect, and to providing a work and study environment where all students and staff are free from discrimination and intimidation.

2. Purpose

The Statement is intended to make clear the Dignity at Work and Study provisions in the Conservatoire and thereby prevent all forms of offensive behaviour.

The statement specifically covers the areas of:

- acceptable behaviour (including the RCS's Code of Professionalism and Conduct);
- staff relationships with students;
- how unacceptable behaviour will be dealt with.

Further detail is contained within Appendix 1 (Dignity at Work and Study Definitions).

This statement should be read in conjunction with the following documents:

- The Conservatoire's Disciplinary and Dismissal Policy;
- The Conservatoire's Student Disciplinary Regulations and Complaints Handling Procedure;
- The Conservatoire's Anti-Racism Action Plan (see Appendix 8).

3. Scope

The Dignity at Work and Study Statement sets out the standards which apply to all staff, students, contractors and consultants of the Conservatoire.

In relation to staff relationships with students, this statement refers to staff only. Issues arising between students are a matter for the Schools and the Academic Registrar, and will be dealt with through the Student Rules and Regulations.

Failure of a member of staff to adhere to the standards in this statement may result in disciplinary action under the Conservatoire's Disciplinary and Dismissal Policy. Failure of a student to comply with the standards in this statement may result in disciplinary action under the Conservatoire's Student Complaints Handling Procedure.

In the case of a student complaint against a staff member in relation to alleged behaviour (or vice versa), a decision will be made on receipt of the complaint as to the appropriate disciplinary procedure to be followed.

Both parties to the complaint will be advised of the procedure being used, together with details of the relevant stages of the process, timescales and relevant information including how they will be kept informed of each stage and any relevant outcomes.

NB: Any staff member or student who is under investigation for an alleged breach of the standards in this statement policy may be suspended by the Conservatoire as a precautionary measure pending an investigation and/or the conclusion of a subsequent disciplinary procedure. Suspension can be used at the start of a process to allow time and space for an investigation to take place; it does not necessarily imply any allocation of blame.

This statement supports the Conservatoire's strategic commitment to Equality and Diversity. The Royal Conservatoire of Scotland also has a duty under the Counter-Terrorism and Security Act 2015, termed "PREVENT", to aid the process of preventing people being drawn into terrorism (please see the RCS Prevent Policy for further details).

4. Procedures

If you believe that you have been the subject of unacceptable behaviour there are two courses of action you can take – they are termed as "informal" and "formal".

NB: Informal resolutions and mediation are suggested as a first step in such a complaint. These steps do not mean that there is no record of the complaint. These are initial stages which may be appropriate. For serious complaints we would expect that the process would involve an immediate formal stage. All aspects of the procedure and the informal and formal approaches would be discussed with the individual making the complaint, who will agree the approach.

Details of the procedures for staff are outlined in Appendix 2 (Staff Guidelines on the Procedures).

Details of the procedures for students are outlined in Appendix 4 (Student Guidelines on the Procedures).

5. Responsibility

Everyone has a responsibility to contribute towards a working and studying environment that is free from harassment and bullying, and to report to an appropriate person any instances that are in direct contravention of this policy.

The practical implementation of the Conservatoire's Dignity at Work and Study statement of standards is the responsibility of the Assistant Principal, Directors, Head of Departments, Programme Leaders and Managers, in conjunction with the Director of Human Resources and the Deputy Director of Human Resources.

6. Advice, Counselling and Support

Advice and counselling is available from a variety of sources. The Conservatoire Equality, Diversity and Inclusion Officers can provide confidential advice, information and support to both staff and students.

Staff: If you are a staff member you can contact the Human Resources Department, a Trade Union representative, the confidential Employee Counselling Service, the Staff Occupational Health Provider or your Line Manager. You can also approach one of the Conservatoire's Staff Support Contacts, who have volunteered to be confidential points of contact for colleagues who feel that they are being subjected to unacceptable behaviour at work.

Students: if you are a student you can get assistance and support from the Conservatoire Counsellor and Disability Advisor, the Welfare and International Student Advisor or the Students' Union. Additionally, guidance can be sought from the relevant Head of Department, Programme Leader, Personal Tutor or other appropriate member of staff.

Further information on support mechanisms and contact details can be found in Appendix 3 and Appendix 5 (Guidelines on Advice, Counselling and Support).

We want you to feel supported to raise any complaint. We wish to support you through what can be a difficult process and would discuss with you the most appropriate support we can give you at every stage. This would be agreed with you at the start of the process and regularly reviewed during the process.

7. Grievance Procedure (Staff only)

If you raise a formal complaint that the Dignity at Work and Study standards have been breached and at any stage you feel that your complaint is not being handled effectively in procedural terms, you have the right to raise the matter with Human Resources who would nominate someone who is not involved in complaint to assess the procedural process.

In this case you would contact the Human Resources Department at academicserviceshr@rcs.ac.uk or professionalserviceshr@rcs.ac.uk.

8. Management Training

Appropriate briefing and training is provided to managers and staff representatives to enable them to deal with issues arising under this policy.

8. Document Control Information

Author of Policy:	Deputy Director of HR
Accountability:	Director of HR

Department: Human Resources

Review requirements: Annually or as required
Committee Requirements: Major changes to be approved by Consultative Forum, operational changes to be approved by Director of HR and noted by Consultative Forum.

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Document Revision History

Version No.	Version Date	Prepared By	Approved By	Summary
3	24/05/2018	Roz Caplan	Jackie Russell	Operational Change – Movement of PREVENT Information
4.1	06/09/2018	Lydia Demaison		Significant change – Inclusion of Code of Professionalism, Gender Based Violence Statement, Safe Space Statement and CUK Principles of Best Practice
5	14/09/2018	Jackie Russell		Operational change- addition of RCS position on CUK Principles of Best Practice
6	07/06/2019	Jackie Russell	Consultative Forum Noted by Academic Board June 2019	Operational change-reordering of sections for clarity, use of non-gendered language, clarification of student informal complaints procedure (page 16), addition of potential suspension to reflect the current decision-making process prior to an investigation (pages 15 and 16)
7	01/09/2020	Jackie Russell		Additional explanations of process, information and support for individual making a complaint
8	20/11/2020	Jackie Russell		Revised from a Policy to a statement of standards. Revisions include referral to the relevant policy for making a complaint Addition of section on student and staff joint responsibility (page 14) Addition of Intimacy Guidelines (page 39)

Version No.	Version Date	Prepared By	Approved By	Summary
8	06/03/2024	Cara Beaton		Updated Contacts Details and TU Contacts. Updated EAP to Spectrum Life

Appendix 1 – Dignity at Work and Study Definitions

Acceptable behaviour

The Royal Conservatoire of Scotland is fully committed to creating an environment where all staff and students treat each other fairly and with mutual respect, providing a work and study environment where all staff and students feel supported and equipped to challenge unacceptable behaviour.

The Conservatoire will not tolerate harassment or bullying which involves abusive or offensive behaviour with regard to age, disability, gender, gender reassignment, race, religion or belief, or sexual orientation. Such behaviour can constitute unlawful discrimination under UK equality legislation and may result in an individual being held liable by an employment tribunal. Similarly, inappropriate behaviour will not be tolerated on any other grounds, including those that are not covered by the law.

Definition of a breach of dignity at work or study standards

Unacceptable behaviour and harassment can be defined as unsolicited or unwelcome acts that humiliate, intimidate or undermine the individual involved. Bullying is defined as the persistent, demeaning and degrading of human beings through words and acts which can gradually undermine an individual's confidence and self-esteem.

Harassment is defined as unwanted conduct which is offensive to the recipient. It refers to behaviour which is unsolicited, personally offensive and socially unacceptable, or which fails to respect the rights of others.

A breach of this standard will have been committed if a member of staff or student suffers bullying or harassment which causes alarm or distress. This includes:

- offensive, abusive, malicious, insulting or intimidating behaviour on more than one occasion;
- unwarranted criticism on more than one occasion;
- unjustified punishment; or
- unwarranted changes in their role without consultation (staff only).

In relation to staff only: The Conservatoire has a Code of Professionalism and Conduct that all staff are expected to comply with and uphold. Failure to do so will be considered a breach of this policy and may result in disciplinary action being taken.

In relation to students only: Any act of unlawful discrimination, including any act of harassment or bullying, is viewed very seriously by the Conservatoire and should be

reported to the Director of the School in which the student studies. Such behaviour will normally be treated as a disciplinary matter. Harassment is a specific disciplinary offence in respect of which the offender may, in appropriate circumstances, be summarily expelled from the Conservatoire.

For both staff and students, the individual under investigation may be suspended by the Conservatoire as a precautionary measure pending an investigation and/or the conclusion of a subsequent disciplinary procedure.

Code of professionalism and conduct

This Code aligns with sector-recognised standards of professional behaviours and conduct. The information contained within the Code is designed to provide an outline of the standards expected. The Code is not exhaustive but rather sets out the Conservatoire's approach to professionalism and conduct, and provides guidance regarding issues and situations that may potentially arise in the course of work and study at the Conservatoire. Throughout the Code, where the term 'student' is used, it refers to learners in the wider sense and therefore includes those being educated in all areas of the Conservatoire's activities including Junior Conservatoire and Fair Access, as well as students on Undergraduate and Postgraduate programmes.

1. Professionalism and maintaining trust in the workplace

General Duties

- You must maintain professional boundaries, avoid improper contact or relationships with students, and respect your unique position of trust as a staff member of the Conservatoire;
- You should avoid situations both within and out-with the professional context that could be in breach of criminal law or may call into question your fitness to work within your profession;
- You must uphold standards of personal and professional conduct, honesty and integrity so that students, colleagues and the public have confidence in you as a representative of the Conservatoire and of your profession;
- You should be professional, honest and act with integrity in your dealings with and correspondence on behalf of the Conservatoire.

Students, parents and carers, and the public in general, place a very high degree of trust in those who are educating students, and rely on those who work in the sector to interpret what is right and what is wrong.

Staff are often called upon to make difficult decisions regarding students and therefore, in exercising judgement, you should think very carefully of the implications and potential consequences of the options open to you. You should also bear in mind how your decision and subsequent action may appear or be interpreted by others not fully aware of all of the circumstances.

Working with Students

You should establish professional boundaries, and recognise the negative impact

that actual or perceived breaches of these would have upon students and the confidence of the public. With regard to relationships with students, you should:

- be aware of and adhere to management protocols (e.g. the CUK Principles of Best Practice in Conservatoire Teaching – see Appendix 7) and not harm or use physical violence against a student in or out-with the educational context;
- take into account reasonable norms and best practice when conducting interviews with students and have due regard to their age, stage and individual circumstances;
- appreciate fully that the onus is on you as the staff member and not the student to distance yourself from any potential inappropriate situation;
- avoid sexual contact with or remarks towards a student, regardless of the apparent consent of the individual;
- be mindful that professional boundaries can be perceived to extend beyond the date when a student leaves the Conservatoire; therefore, in situations of this nature, you should exercise great care and professional judgement, taking into account all the factors involved;
- not attempt to establish an inappropriate relationship with a student by means that might include (but are not limited to):
    - communication of a personal nature;
    - engaging in an inappropriate way through the internet or by other means;
    - sending emails or text messages of an inappropriate nature.

- As a staff member you must:

    - not discuss with students your own intimate and personal relationships and be mindful to maintain an appropriate balance between formality and informality when dealing with students;
    - take care to avoid becoming personally involved in a student's personal affairs;
    - be aware of the potential dangers of being alone with a student in a private or isolated situation, using common sense and professional judgement to avoid circumstances which are, or could be, perceived to be of an inappropriate nature. This is also the case in connection with social networking websites, out-with the setting of the educational context;
    - be mindful that the internet and social networking can quickly blur the professional boundary between staff and student. You need to be alert to the risk that actions which might, on the face of it, seem quite innocent, be misunderstood and misconstrued by others;
    - avoid inappropriate communication with individuals in relation to whom you may be in a position of trust or have a professional relationship;
    - be mindful of the negative impact of being under the influence of alcohol in the professional setting.

Off-site activities

Off-site activities have an important part to play in the life of students, and can greatly enrich the learning experience of the students participating. Physical safety

is of prime importance. However, particularly in a residential setting, relationships tend to be less formal and the environment is very different from on-site activities. You should not allow yourself to overstep professional boundaries and remember that the professional standard of behaviour expected of you during off-site activities out-with the structure of the normal working day is no different from that of the professional norm. Accordingly, you should ensure, for example, that you:

- have full knowledge of and comply with the RCS's procedures and guidelines and the requirements of health and safety;
- are always mindful of the need to balance formality and informality and avoid situations which are or could be reasonably perceived to be of an inappropriate nature.

Honesty and Integrity

The good standing of the staff of the RCS is essential to maintaining trust and a productive learning environment. Therefore, as a staff member you must:

- not engage in behaviour of a criminal nature, especially related to sex, dishonesty, firearms, misuse of drugs, and violence against a person or property, or serious public disorder offences, which would be of particular concern in regard to working with students;
- be honest and trustworthy, especially avoiding offences such as theft, dishonesty, extortion, fraud or misuse of drugs;
- have due regard to the trust in you as a staff member and therefore act with integrity and honesty in all your professional activities. This includes in making declarations and undertakings in professional applications / submissions, in the writings of references for colleagues or students, and in the conduct of tasks in connection with assessments.

2. Professional responsibilities towards students

- You must treat sensitive, personal information about students with respect and confidentially and not disclose it unless required to do so by the RCS or by law;
- You must be truthful, honest and fair in relation to information you provide about students, including the representation of their views to others;
- You should aim to be a positive role model to students and inspire them to realise their full potential;
- You must maintain up-to-date knowledge of, implement and comply with Child and Protected Adult procedures as they apply within the RCS;
- Recognise your role in delivering better outcomes for students;
- You must raise any concerns you have about the behaviour of any colleague in connection with a student or staff member, using the appropriate procedures in place;
- You should display a sensitive and positive attitude towards differences among students and identify and respond appropriately, recognising when a student may be experiencing a barrier to their learning. When necessary, you should seek advice;

- You should identify and respond appropriately to indicators of the wellbeing and welfare of students, including bullying and harassment;
- Students spend a large proportion of their lives within the educational setting, and therefore staff play a pivotal role in monitoring the wellbeing of students as they are well placed to see the signs and symptoms;
- You should not ignore behaviour of any colleague which you genuinely feel falls short of norms and standards and such concerns should be raised through the procedures available.

Specific to Academic Staff

Within the Staff-Student relationship there is an imbalance of power as there inevitably is in all teaching. As such, an academic staff member must be aware of professional boundaries: to respect their unique position of trust as a teacher, to be honest, to be a role model to students, and to take due care regarding information about students.

These principles are very pertinent in a Conservatoire where many students' career pathways develop in relatively narrow fields, and there is a continuing imbalance of power beyond the period of study due to connections that teaching staff will have within industry. Staff must be aware and be responsible for ensuring that they avoid behaviours which could lead the RCS to determine that it no longer has trust in the professionalism and integrity of any staff member. This can include, for example, a breakdown of the ethos of trust that exists between academic staff members and students. This would be considered "a serious breach of trust and confidence" and would be defined by the RCS as "a serious breach of trust and confidence in an individual member of staff".

3. Professional Competence

- You should maintain and develop your professional practice to ensure you continue to meet the requirements of your profession. This includes:
    - professional knowledge and understanding;
    - professional skills and abilities;
    - professional values and personal commitment.

- You should refresh and develop your knowledge and skills through continuing professional development and maintenance of reflective good practice;
- You should be able to show in your day-to-day practice a commitment to social justice and inclusion, take responsibility for your own learning and be an active partner in the communities in which you work.

4. Professionalism towards colleagues

The following expectations apply to all colleagues within the institution irrespective of department, grade or frequency of interactions:

- You should work in a collegiate and co-operative manner;

- You should be truthful, honest and fair in your communications with colleagues, including the representation of others in your communications;
- You must treat all colleagues fairly and with respect, without discrimination;
- You should not make malicious or unfounded criticisms of, or accusations about, colleagues that may undermine them professionally or in the professional judgements they make;
- You should avoid undermining a colleague by remarks which are or could be perceived as being malicious, unfounded or unprofessional;
- You should guard against inappropriate communication with, or behaviour towards, colleagues which is or could be perceived as being of an unprofessional, discriminatory or harassing nature;
- You should promote good relationships between those involved in the welfare, wellbeing and learning experience of the students;
- You should exercise great care when expressing opinions in public about the RCS or any of its staff members or students and be mindful of the GDPR requirements concerning handling information about others;
- You should avoid being drawn into inappropriate discussions or divulging confidential information about other students, colleagues or the RCS.

5. Equality, Diversity & Inclusion

- You should engage and work positively with students, staff and others connected with the RCS in an open, inclusive and respectful way, in line with the law and with a non-judgemental approach;
- Help students and staff to understand different views, perspectives and experiences and develop positive relationships both within the RCS and in the wider community;
- Recognise that you are a role model and therefore should be aware of the potentially serious impact which any demonstration by you of intolerance or prejudice could have upon your standing as a staff member and your fitness to work within the sector.

Staff relationships with students

The Royal Conservatoire of Scotland believes the professional relationship between a student and a member of staff is a central part of the student's educational development. It is vital that trust and confidence exist between staff and students to ensure students maximise their learning experience.

Staff have a professional duty to develop their students' abilities and a responsibility to safeguard students' welfare. All members of the Conservatoire - staff and students - should take special care to ensure that any such personal relationship is not permitted to encroach upon the professional relationship which must at all times exist between staff and other members of staff, and staff and members of the student body.

This is particularly important when one of the parties involved in the relationship occupies a position of power or authority, for example in the role of manager, tutor,

supervisor or administrator and who may be in a position to affect the employment, career, grade or qualification of the other party.

The Conservatoire expects that all staff conduct themselves in an appropriate manner at all times. Staff should, whilst encouraging all students in their learning experience, be mindful of their position of trust and must not abuse that trust by entering into a sexual relationship with a student. Such relationships could compromise the professional relationship between staff and students, and damage the teaching and learning environment for other students and staff.

Student and staff joint responsibility

Having set out the Professional Code for staff above, the Conservatoire would make it clear that it expects that all staff and students conduct themselves in an appropriate manner at all times. Respect for each other is paramount.

It is as unacceptable for a student to fail to abide by these standards as it is for a staff member to do so. There will be academic debate and perhaps challenging work being studied at the RCS but a respectful approach is required of staff and students at all times. Any debate over academic work should be undertaken with due consideration to all parties, with any dispute being dealt with by discussion or mediation in the first instance.

Relationships between members of staff

In the event that a close personal relationship develops between members of staff, it is incumbent on those concerned to ensure that the essential standards of professionalism and impartiality are maintained. Where such a personal relationship exists or develops, the members of staff must inform their Director or Line Manager, to avoid situations which may potentially prejudice professionalism and integrity.

What you should do if you are being bullied or harassed by a member of the public

If you feel that you are being bullied or harassed by a member of the public or someone else with whom you come into contact at work, you should raise this with your immediate manager.

Managers who receive such complaints from members of their staff must take appropriate action, which may range from speaking to the member of the public to considering prosecution of the perpetrator, or civil action to restrain the offending behaviour. Support should be offered to the member of staff concerned.

Acknowledgements

The Royal Conservatoire of Scotland acknowledges the assistance of Education Institute of Scotland (EIS) in the formation of the definitions contained within this policy.

Appendix 2 – Staff Guidelines on the Procedures

Informal procedure

Wherever possible, you are encouraged to make it clear to the person whose behaviour is causing offence that their behaviour is unacceptable, unwelcome and must stop. Inform them that it is interpreted as unacceptable behaviour, harassment or bullying as defined by the Conservatoire's statement of standards.

In some cases, the person in question may be unaware that their behaviour is inappropriate or that their words or actions may have been misinterpreted. In such circumstances, it may be sufficient to explain to the individual that their behaviour is offensive and to ask them to stop.

If you would like some support to approach the person who is causing you offence, you could consider being accompanied by a friend, colleague or other suitable representative, such as a Staff Support Contact.

You may also wish to use mediation, which is a voluntary, confidential and informal process where an independent person – the mediator, works with participants to resolve disputes and conflicts in the workplace. Mediation offers a way for staff to explore options for resolution, and is focused on bringing people together to find a mutually agreeable solution.

Further information can be found in the Conservatoire's Guidance on Mediation (see Appendix 9).

Where the informal approach fails to resolve the issue, or if the matter is of a serious nature, it may be necessary to make a formal complaint.

Formal procedure

The Royal Conservatoire of Scotland will treat as confidential all records concerning allegations or complaints of unacceptable behaviour and will investigate complaints impartially.

If you are a member of staff, a formal complaint should be made to your Line Manager or any of the aforementioned support contacts. If the complaint is about your Line Manager, then you should liaise with their respective Line Manager or the HR department. Any formal complaint should preferably be made in writing to the appropriate person. The Conservatoire will take all reasonable steps to investigate and resolve the complaint as soon as possible.

If you believe a staff member or student is being subjected to unacceptable behaviour you should speak to the individual in question and encourage them to speak to one of the above support contacts or an identified appropriate person.

Investigation procedure

All complaints will be handled promptly, with sensitivity and in a strictly confidential manner with respect to the complainant, the individual under investigation and any third party involved. Management investigations into a complaint will be initiated as soon as possible and will normally be completed within 10 - 15 working days of receiving the complaint.

In any investigation, the complainant and the individual under investigation will have the right of representation, either by a friend, colleague or trade union representative. If the investigation reveals that the complaint is valid, disciplinary action designed to stop the unacceptable behaviour immediately and prevent its recurrence may be taken. If necessary, disciplinary action may include the removal of the individual under investigation from close contact with the complainant.

Staff are protected in law from intimidation, victimisation or discrimination for filing a complaint or assisting in an investigation.

If the alleged unacceptable behaviour may also constitute a criminal offence, the Staff Support Contact will encourage the complainant to inform the appropriate authorities. In such cases the Staff Support Contact will be obliged to inform Human Resources and the Conservatoire Senior Management Team, who in turn may inform the relevant authorities.

The individual under investigation may be suspended by the Conservatoire as a precautionary measure pending an investigation and/or the conclusion of a subsequent disciplinary procedure.

Appendix 3 – Guidelines on Advice, Counselling and Support for Staff

Line Managers

Line Managers and supervisors have a specific duty to act if they become aware of or witness any acts of unacceptable behaviour, harassment, bullying or breach of dignity as outlined in this policy. They should also be a first point of contact for any staff member who is experiencing inappropriate behaviour. If a line manager is unclear about how to deal with the matter raised, support and information can be obtained from the Conservatoire Equality, Diversity and Inclusion Officers and the HR Department.

Staff Support Contacts

A number of volunteers have received training to equip them to provide a confidential source of information and a listening ear to colleagues who are concerned that they are experiencing unacceptable behaviour at work. Briefly their role is:

- to provide a confidential support and information service to Conservatoire staff on issues relating to unacceptable behaviour;
- to assist individuals to identify the problems they face and explore the various options available with them;
- to identify to individuals any other support services available and appropriate to their circumstances.

For contact details of Staff support contacts please see the Portal or contact the Conservatoire Equality, Diversity and Inclusion Officer.

Conservatoire Equality, Diversity and Inclusion Officers

Roz Caplan:
Email: r.caplan@rcs.ac.uk

Amadu Khan
Email: A.Khan@rcs.ac.uk

Members of staff can approach the Conservatoire Equality, Diversity and Inclusion Officers for confidential information, advice and support on any issue relating to diversity, discrimination, bullying or harassment.

Human Resources

The HR Department is always available to provide support and advice to staff with queries in this area. However, if a person formally reports a case of unacceptable behaviour by a member of staff to Human Resources, they will immediately ascertain the circumstances and facts of the alleged behaviour. After investigation, appropriate action will be determined and actioned.

Human Resources may contact any such persons as deemed appropriate to the investigation but will at all times ensure complaints are handled promptly, with sensitivity and in a strictly confidential manner with respect for both the complainant and the individual under investigation. Investigations into a complaint will be initiated as soon as possible and normally completed within 10 - 15 working days (except in exceptional circumstances where this may be extended to ensure a thorough investigation). When this occurs, all parties involved will be contacted, the reason for delay explained and the timetable for dealing with the complaint agreed.

HR Department contacts

General HR email enquiries: AcademicServicesHR@rcs.ac.uk
ProfessionalServicesHR@rcs.ac.uk

HR Business Partner (Academic Services)	K.Cogan@rcs.ac.uk
HR Business Partner (Professional Services)	S.Siraj@rcs.ac.uk
HR Department General	0141 2708 397

Trade Union representatives

When a person reports a case of unacceptable behaviour to a trade union representative, they will help the complainant to clarify the circumstances and facts of the alleged harassment. They will also, if necessary, contact the Human Resources department on behalf of the complainant and assist the process of providing information to aid any subsequent investigation.

Education Institute of Scotland (EIS):

Zander Lee
Email: z.lee@rcs.ac.uk

Sam Ellis:
Email: s.ellis@rcs.ac.uk

Christoph Wagner
Email: c.wagner@rcs.ac.uk

Steve Macluskie
Email: s.macluskie@rcs.ac.uk

UNISON:

William (Bill) English
Email: w.english@rcs.ac.uk

Adam Foreman
Email: a.foreman@rcs.ac.uk

Cailtin McCulloch
Email: c.mcculloch@rcs.ac.uk

Broadcasting, Entertainment, Cinematograph and Theatre Union (BECTU):

Colin Bell
Email: c.bell@rcs.ac.uk

Megumi Hari
Email: m.hari@rcs.ac.uk

Employee support mechanisms

The Royal Conservatoire of Scotland provides access to confidential services, which are out-with the Conservatoire, to provide support and assistance to staff who feel that they are being bullied or harassed at work:

Employee Assistance Programme (EAP)

Our Spectrum Life EAP provides free, confidential support, information, expert advice and specialist counselling. You can contact them by phone or access them on line. Their support is provided by qualified professionals.

Further information is available on the Staff Portal:
https://portal.rcs.ac.uk/hr/employee-assistance-programme/

Freephone UK: 0808 196 2016
WhatsApp: Text 'Hi' to 07418 360 780

Website: https://spectrumhealth.wistia.com/medias/5lzji5lhoc
Org Code:RCoS

Occupational Health Provider

The Staff Occupational Health Service is provided by Optima Health – please contact the HR Department to arrange a confidential appointment with the Occupational Health Doctor.

Togetherall

Togetherall (formerly Big White Wall) is a digital support and recovery service for staff and students who are stressed, anxious, low or not coping. It's a community of members who support and help each other share what's troubling them in a safe and anonymous environment, with the guidance of trained professionals, who are online 24/7.

All advice and counselling is strictly confidential.

Visit: https://togetherall.com/

Appendix 4 – Student Guidelines on the Procedures

Informal procedure

Wherever possible, you are encouraged to make it clear to the person whose behaviour is causing offence that their behaviour is unacceptable, unwelcome and must stop. Inform them that it is interpreted as unacceptable behaviour, harassment or bullying as defined by the Royal Conservatoire of Scotland's policy.

In some cases, the person in question may be unaware that their behaviour is inappropriate or that their words or actions may have been misinterpreted. In such circumstances, it may be sufficient to explain to the individual that their behaviour is offensive and to ask them to stop.

If you would like some support to approach the person who is causing you offence, you could consider being accompanied by a friend, the Conservatoire Counsellor and Disability Advisor, the Conservatoire Equality, Diversity and Inclusion Officers or a representative from the Students Union.

Where the informal approach fails to resolve the issue, or if the matter is of a serious nature, it may be necessary to make a formal complaint. Detailed below are the relevant extracts from the Regulations, Codes of Procedure and General Rules for Students.

If the complaint is about the actions of a staff member rather than an academic or programme-based complaint the complaint should be shared with them, where possible, before responding (although this should not prevent us responding to the complaint quickly, for example where it is clear that an apology is warranted).

Complaints relating to the conduct of a member of staff will be referred to the Human Resources Department and subsequent action, including investigation, will be carried out in accordance with the Conservatoire's Staff Disciplinary and Dismissal Policy and Procedure.

Complainants will be informed that their complaint is being directed in this way and consent will be gained to share the complaint in full with the member of staff involved. This will involve formal confirmation from the complainant that they understand their complaint will be shared in full with the member of staff as part of the process.

1. If the complaint is about the actions of a particular staff member(s), in relation to alleged behaviour, we will notify the staff member(s) involved (including where the staff member is not named, but can be identified from the complaint). Complaints relating to the conduct of a member of staff will be referred to the Human Resources Department and subsequent action, including investigation, will be carried out in accordance with the Conservatoire's Staff Disciplinary and Dismissal Policy and Procedure. They will:

- share the complaint information with the staff member(s), unless there are compelling reasons not to;
- advise them how the complaint will be handled, how they will be kept updated and how we will share the complaint response with them;
- discuss their willingness to engage with alternative complaint resolution approaches (where applicable); and
- signpost the staff member(s) to a contact person who can provide support and information on what to expect from the complaint process (this must not be the person investigating or signing off the complaint response).

2. If a complaint about behaviour is serious, Human Resources may take the decision to suspend the staff member until the conclusion of the investigation.

3. Suspension is of itself not a disciplinary act, it allows space and time for the investigation to proceed. Suspension will normally be appropriate where: if proven, the staff member's conduct would be sufficiently serious to be grounds for gross misconduct; the staff member's continuing presence at work might prejudice the investigation in some way, or if the Conservatoire has reason to believe that the staff member might deliberately cause damage or create problems if allowed to remain at the workplace.

4. Suspension is not usually appropriate in cases of minor misconduct.

5. If it is likely that internal disciplinary processes may be involved, the requirements of that process should also be met.

6. See also the Disciplinary or Whistleblowing processes.

Appendix 5 – Guidelines on Advice, Counselling and Support for Students

Heads of Departments/Programme Leaders

Heads of Departments/Programme Leaders have a specific duty to act if they become aware of or witness any acts of unacceptable behaviour, harassment, bullying or breach of dignity as outlined in this policy. They can also be a first point of contact for any student experiencing inappropriate behaviour.

Conservatoire Counsellor and Disability Advisor

Jane Balmforth is a person-centred counsellor, accredited by the British Association for Counselling and Psychotherapy (BACP).

The Conservatoire Counsellor & Disability Adviser is available to provide a confidential and neutral provision for students to explore issues that are causing them anxiety and stress.

Due to the pandemic, Jane is currently not in her office at RCS and is offering online counselling, weekdays from 9am-5pm. Please email to make an appointment on j.balmforth@rcs.ac.uk

In addition to Jane, the Conservatoire employs a number of part-time counsellors to provide support to students:

Marie Gillies is a Cognitive Behavioural Therapist (CBT), accredited by BACP. Marie works weekdays from 9-5.30pm. Marie is currently offering online appointments – please state that you are an RCS student when contacting Mairi for an appointment.

Email: mairi@mgtherapy.co.uk

Manisha Gosar is a Cognitive Behavioural Therapist (CBT), member of the British Association for Behavioural and Cognitive Psychotherapies (BABCP). Manisha is currently offering online appointments from Monday to Friday – please state that you are an RCS student when contacting Manisha for an appointment.

Email: manisha@northstarct.co.uk

Stephanie McDermid is a person-centred BSL counsellor, member of BACP. Stephanie provides counselling in British Sign Language (BSL). Stephanie has an Assistance dog.

Stephanie has many years' experience working with students who are Deaf or have a disability and is fluent in BSL.
Stephanie is currently offering online appointments from Monday to Friday. Please state that you are an RCS student when contacting Stephanie for an appointment.

Email: stephanier1975@btinternet.com

Ross Paterson is a person-centred counsellor, accredited by BACP.
Ross provides online counselling out of office hours (5-8pm on weekdays) – please state that you are an RCS student when contacting Ross.

Email: westendcommunitycounselling@gmail.com

Conservatoire Equality, Diversity and Inclusion Officers

Roz Caplan: Extension 384
Email: r.caplan@rcs.ac.uk

Amadu Khan
Email A.Khan@rcs.ac.uk

Students can contact the Conservatoire Equality, Diversity and Inclusion Officers at any time for confidential information, advice and support on any issue around diversity, discrimination, bullying or harassment.

Students Union Welfare Officer: suwelfare@rcs.ac.uk

The Students Union can provide moral support and confidential advice to any student who feels that they are experiencing unacceptable behaviour whilst studying at the Royal Conservatoire of Scotland.

Togetherall

Togetherall (formerly Big White Wall) is a digital support and recovery open to all staff and students who are stressed, anxious, low or not coping. It's a community of members who support and help each other share what's troubling them in a safe and anonymous environment, with the guidance of trained professionals, who are online 24/7.

Visit: https://togetherall.com/

Further support pages are available on Portal:

- RCS Counselling: https://portal.rcs.ac.uk/counselling/
- RCS Student Support: https://portal.rcs.ac.uk/student-support/
- Student Mental Health Crisis Intervention Procedure

- The Student Union will also be able to signpost students to assistance

External Support

- Samaritans: Call 116 123
- Breathing Space: Call 0800 83 85 87
- NHS 24: Call 111
- Individual GPs (Doctor)
- The local Accident & Emergency Department (24 hours)

Appendix 6 – RCS Safe Space Statement

Everyone working and learning together in this room is entitled to do so in a safe space: a space free of bullying and harassment of any kind.

We will honour our differences and collaborate in the true spirit of ensemble, promoting creative challenge whilst retaining the utmost respect for each other.

We will treat one another with courtesy and respect at all times, and if we are subjected to or witness bullying or harassment, we will speak out knowing that our voices will be heard and we will be taken seriously.

We will actively promote a positive, optimistic and mutually supportive approach to work and study.

Together we can create a Safe Space.

Appendix 7 – Principles of Best Practice in Conservatoire Teaching

Conservatoires UK **A Vision Shared**

Introduction

Each CUK member institution is committed to providing its students with an excellent learning experience, underpinned by the highest possible professional standards in all aspects of its activities. The following principles of best practice, which apply to teaching settings involving students who are 18 years of age or over, are reflected in each member institution's own policies, procedures and practices. NB see the RCS Child Protection policy for the RCS position on age.

All CUK member institutions conduct regular and systematic reviews of their own policies, procedures and practices and the CUK will also keep these principles of best practice under review.

Principles

a) The student/teacher relationship is based on mutual respect. Teachers have a particular responsibility to create an empowering learning environment for their students, in which professional boundaries are explicit, understood and maintained at all times.

b) A student's well-being is always a teacher's first concern.

c) The role of teachers is to:

    a) listen and respond to their students' concerns and individual learning needs;
    b) provide inspiration and guidance through example and practice;
    c) provide honest and constructive feedback in a supportive way;
    d) provide their students with the information and guidance that they need in a way that they can understand;
    e) encourage and support their students' development as independent and autonomous practitioners.

d) Decisions made in respect of a student's learning are discussed and agreed between student and teacher.

e) In the case of any disagreement between student and teacher, the relevant Head of Department will, in the first instance, attempt to provide an appropriate resolution which, in cases of significant and irreconcilable disagreement, may involve a change of teacher.

f) Designated one-to-one music teachers will not normally be involved in the summative assessment of their students.

g) Physical contact between teacher and student is sometimes necessary for the student's learning (e.g., to correct poor posture or to adjust bow hold). Its purpose and form should be explained to the student by the teacher and the student's consent obtained in advance of physical contact taking place. In this context, as in all others, teachers will be sensitive to feedback from their students and will respond accordingly.

h) Teaching will take place in a safe and comfortable environment and the physical construction of teaching spaces will incorporate a proportionate degree of external visibility.

i) Teaching will normally take place in teaching spaces either provided, or previously approved, by the institution. Any off-site teaching will be subject to prior approval by the institution.

j) Teachers are strongly discouraged from establishing or seeking a sexual relationship with students. Each institution will have its own policies and procedures to deal with any such occurrence. See page 13 of this policy for the RCS position.

k) If a teacher is uncomfortable with a student's behaviour towards her/himself, the teacher should report those concerns to the relevant Head of Department or other designated person so that appropriate steps can be taken in accordance with the institution's own policies and procedures.

l) Teaching practice should promote equality and respect diversity. A teacher's personal political, religious or moral views must not impinge on her or his professional relationship with students.

m) Students and staff will be informed of procedures to be followed and of how to seek advice and support should they believe that institutional policies, procedures and practices in respect of the student/staff relationship are not being followed.

Appendix 8 – RCS Anti-Racism Action Plan

The Royal Conservatoire has established a comprehensive Anti-Racism Action Plan in consultation with students, including members of our Black Students' Union and President of the Student Union.

This working document can be found here on the Equality and Diversity section of Portal.

Appendix 9 – Guidance on Mediation

General guidance on mediation

The following guidance outlines the process of mediation, which is completely voluntary and forms no part of the informal or formal Grievance Resolution process.

If you opt for mediation as a first stage, the RCS will ensure that a trained mediator is appointed to deal with the issue. Both individuals have to agree to try mediation to resolve the issue. If one individual does not agree, then it cannot commence.

If mediation does not work for any reason, or breaks down at any stage, then the informal and formal grievance procedure will commence. Any discussions which took place in the mediation process are disregarded and cannot be used in the informal and formal grievance procedure.

If you are interested in pursuing this option, then please contact HR and a meeting will be arranged for you to find out about the process before you decide if you wish to use it.

The following describes the mediation process.

Please contact Human Resources for any further information.

What is mediation?

Mediation is defined by ACAS as “A process with a neutral person, the mediator that works with people who have a disagreement to help them find their own solution and reach an agreement that will sort out the problem or improve the situation. The mediator won't take sides and judge who is right and wrong and the mediator can recommend a way forward if both sides want and are unable to find it on their own... Mediation is most effective in the early stages of conflict and the aim is to maintain the employment relationship.

Mediation has also been described as “a confidential and voluntary process in which a neutral person helps people in the spirit of collaboration to explore and understand the differences so that they can find their own solution”

Workplace conflict can occur over a variety of issues such as unfair treatment, lack of clarity of job roles, poor communications and inadequate training, for example. The effect can lead to absenteeism, disciplinary and/or grievance procedures being used and low morale and lack of employee engagement.

It would be appropriate to use mediation in cases where the issues are focused on interpersonal or working relationships rather than institutional ones where someone, a line manager or a third party has to make a decision.

Mediation can be successful where no third-party judgments or decisions are required and the issues can be defined as being focused on interpersonal or working relationships.

The use of mediation can benefit both individuals by giving time and support for them to deal with these issues. It can encourage cooperation and give individuals an independent, confidential, service by a trained mediator. It can save time and stress for the parties, can encourage cooperation, and being future focussed can lead to improved relationships and new ways and ideas of working.

It is completely voluntary, using informed consent and therefore can be tried without prejudice by an individual before accessing any formal process. It is not legally binding. There are no formal notes made of the meeting except for the written agreement signed by both parties, which should provide clarity of what was agreed, deal with the issues raised in a balanced way, with a positive outcome which does not favour one individual over the other.

It should not substitute for a process which may lead to a formal or legal sanction. It can, however, be the first step to resolve an issue.

Mediation can also provide an opportunity for you to find out things about the other individual and may be able to come up with new ideas. It is forward looking, not backward looking and solutions driven and encourages the individuals to come up with their own agreed solutions, which are more likely to last than imposed solutions.

Before entering the mediation, you will have been advised of the alternatives to mediation, such as the informal and formal routes of the use of disciplinary and grievance procedures.

<u>What is a mediation meeting?</u>

This is a meeting where the mediator will have called yourself and the other party to a meeting.

A suitably quiet, confidential and neutral venue will have been set up in advance of the meeting and suitable time allocated to the meeting.

It is likely that the mediator will meet with you and the other party separately in the first instance.

If the meeting progresses with both parties, then the mediator will suggest a joint meeting between both individuals and the mediator.

Sufficient time will be set aside for the process and adjournments may be taken as necessary during the meeting.

<u>What is the role of the mediator at the meeting?</u>

The mediator will confirm to both individuals the voluntary and confidential, independent non legally binding nature of the mediation process.

The mediator will confirm that the mediation does not force either party to do anything that they don’t want to. It is a confidential process and allows for a real

chance for people to say what they want and to be heard, being allowed equal time and space. It can cover a wide range of issues.

The mediator will also confirm that if mediation doesn't work other things can be tried. Any agreement is not legally binding and can be adjusted at any time. It does not preclude dealing with an issue later through a disciplinary or grievance procedure if required.

The mediator will set out the Ground Rules before commencing the mediation meeting.

The mediator will set out the Ground Rules (below), will ensure that both individuals are given time to speak and will explore all the issues, seeking to encourage answers by using open questions, such as “How did you feel when that happened...” or “can you describe what happened then…”.

The mediator will explore all the issues, probing and questioning until they are satisfied that the party has been able to express themselves fully.

The mediator may also challenge any lack of adherence to the Ground Rules if this occurs. They will also challenge the use of any discriminatory language if used and remind the individuals that they have agreed to abide by the Ground Rules and that the mediator will not tolerate any discriminatory behaviour.

If the discussions go off the agenda, the mediator will bring both individuals back to the purpose and scope of the meeting.

The mediator has to ensure that they provide a safe space for both individuals. If it proves necessary due to the behaviour of either individual, as a last resort, the mediator can also call for the termination of the process.

<u>What are the ground rules for a mediation meeting?</u>

The meeting will have Ground Rules which set out the behaviours which are expected from both individuals and that it is a safe space to explore issues and potential solutions, with the mediator being impartial.

Ground rules include treating each either with respect at the meeting and allowing sufficient time to make their point without interruption. They also cover behaving appropriately, using appropriate language, not using inflammatory language, letting each other have time to speak, and agreeing confidentiality.

The mediator will point out that there is a real opportunity that you can say what you want and be heard, in a safe space. The benefits are that both individuals will be allowed equal time and space and that mediation will take place be on neutral territory.

It is impartial and confidential, and assurances will be given to both individuals that the details of the discussions will be kept confidential.

Mediation is a no blame method of dealing with conflict. The focus is not on blame but on seeking solutions to the issue.

The Ground rules will also set the agenda and agree what is to be covered in the mediation. They also set out expectations which need to be realistic for both parties, as mediation needs to work within the parameters available to it.

The Ground Rules will also reinforce the voluntary, confidential nature of the process, reminding the individuals of what they have agree to in agreeing to mediation and seeking commitment to their objectives.

The Ground Rules are agreed by both individuals and the mediation before the process begins and will be referred to as required.

The Ground Rules are enforced by the mediator in any case of a dispute over the agenda or if the agreed behaviours are not adhered to.

What is my role in the meeting?

It is important that both individuals understand exactly what is involved in mediation, their role in mediation (to fully participate, to be able to deal with issues which may be upsetting to hear and to be self-reflective). They also need to be able to understand the limitations of mediation to settle the issue at hand and that the mediator will not take sides.

An individual taking part in mediation has to be able to understand the concept of expressing what may be difficult emotions, they need the ability to fully take part in the proceedings, to “own” the agreed outcome and they need to have an understanding that there are certain issues which mediation may not be able to resolve.

Can I take my trade union representative or a colleague to the meeting?

If you wish to do this, the other party must agree, but there then is a more formal feel to the meeting which may hinder discussion of the issues.

How confidential is the process?

It is totally confidential.

No formal notes are taken at mediation (except for the agreed outcome which is confidential unless both individuals agree) and these cannot be used in another process.

What is a mediation agreement?

A written agreement is the culmination of the mediation process. It should be written straight away by the mediator.

The key features are that it uses clear and unambiguous language, is balanced and positive, is an honest account of that which was agreed at the mediation, is future focussed and deals with the issues raised by recognising them and disposing of them.

It will balance the needs of both individuals and not favour one over the other. It will recognise the contribution of both and be fair.

It will be sent to both individuals only and will remain confidential to them. It has to be signed off by both, as a visible sign of their commitment to make it work.

It is practical and has to be workable: there is no point in agreeing to anything which can't be enacted.

It has to be reviewed within an agreed timescale. The mediator would agree the timescale and arrange for a review.

It has to be confidential but if, for example, colleagues need to know then that would be for both individuals to agree to that information being shared.

It is not to be used for any other purpose (e.g., a grievance hearing).

<u>When can mediation not be used?</u>

It is not appropriate to use mediation where the issues relate to potential disciplinary action, for example where there has been a case of discrimination or where the RCS has a zero-tolerance stance or the breaking of the law by an individual.

It should not substitute for a process which may lead to a formal or legal sanction, as there are no formal notes of the mediation and any discussion or agreements made at mediation cannot be used in a disciplinary or legal process.

Appendix 10 – Intimacy Guidelines

These guidelines are intended to form part of the Royal Conservatoire of Scotland's Dignity at Work and Study Statement.

Please be aware that these Guidelines only relate to adult-to-adult Intimacy[1] and that Ballet is specifically excluded from compliance with these Guidelines, as existing standards are already in place for students of that programme of study for the health and safety of those students.

Background

Equity's guide to Health and Safety says in relation to Fight Direction/Choreography that:

"*Employers have a responsibility to use suitably qualified theatre fight directors and stunt action co-ordinators and stunt performers. You should always know who is in charge when stunts or fights are involved, so make sure you find out. Any changes to a fight or stunt action sequences must be reassessed and rehearsed appropriately*."

It is our view that the same standards should be applied to scenes involving Intimacy on stage or in film, in order to protect all parties working on the production. Moments of sensual proximity need to be handled with the same degree of professionalism and be appropriately choreographed, otherwise there is a chance for either a poorly-executed scene or the potential for improper behaviour. Appropriate protocols and procedures must therefore be adopted.

It is acknowledged that directors are often concerned that Intimacy choreography will block the authentic response of the performer in the moment, but as with fight choreography, the "performer brain" needs to be present, as well as the "character brain", particularly given the possible vulnerability of the performers (mentally or physically).

Guidelines

These Guidelines will be circulated to directors at the point of contract. It is the directors' responsibility to familiarise themselves with the Guidelines and to seek guidance if they are unsure about any aspect of this document. We acknowledge that the guidance given here for Intimacy is not yet considered the industry standard. The Royal Conservatoire will instead be looking to observe best practice in this regard.

Students will agree to these Guidelines at Induction.

[1] Intimacy is defined here as "sensual proximity or touching. It is an act or reaction, such as an expression of feelings (including close friendship, platonic love, romantic love or sexual attraction), between people." Examples include: "being inside someone's personal space, holding hands, hugging, kissing, caressing and sexual activity. Physical intimacy can often convey the real meaning or intention of an interaction in a way that accompanying speech simply cannot do." https://en.wikipedia.org/wiki/Physical_intimacy#cite_note-2

a) Responsibility

It will be the responsibility of the relevant Director (of Music, DDPF, Business Development or Fair Access) to ensure that staff involved in productions are aware of these guidelines.

Ideally, an Intimacy Director/Coordinator ("IC") will be employed on the production to oversee the crafting of scenes of an intimate nature.

It is noted that the availability of a trained IC may be limited until further training is completed across the RCS.

b) Risk Assessment

The person completing the risk assessment for any production should consider whether there are scenes of a sexual/sensual nature that should be reflected in that document. How to appropriately negate or mitigate those risks can then be considered. The Stage Management team will at this point have an opportunity to raise any concern regarding their own involvement in the production with their Head of Programme.

Directors must work with performers to set the terms for intimate scenes. In the event an IC has been employed, that Director will discuss the relevant scene with the IC and the performers involved to ensure all are aware of the purpose and the nature of the scenes. In each case, the performer must be consulted to ascertain information regarding their comfort with the required aspects of the scene, including types of touch in scenes of Intimacy.

c) Intimate scenes

When intimate scenes are being rehearsed, only necessary people should be in the space: the Director, the IC, the Stage Manager and the relevant performers. Those people should discuss and agree whether the rehearsal space needs to be blocked from view and whether appropriate signage regarding the sensitive nature of the work should be displayed to prevent entry to the space by unnecessary parties. See section (e) below on the details of closed set protocols.

In blocking the Intimacy for the first time, the performers will each ask the other performer's permission prior to engaging in physical contact of any kind. Specific areas of touch will be agreed. The length of that touch and type of touch will be agreed.

Once boundaries and touch have been agreed by the performers, the performers will walk through the scene and state in clear terms what the physical actions are they will undertake. For example, as they walk through the space, the performer will state, for example: "I take your hand", "I turn you towards me and brush a strand of hair from your face", "I kiss you", etc. On the latter, performers should never use tongues in a staged kiss.

Moments requiring nudity/partial nudity/minimal clothing/simulated sex will be discussed and agreed in advance with performers. A minimum of two weeks' notice will also be given to the performers to prepare for such scenes.

Performers, Stage Managers and Technicians will have an opportunity to withdraw from the production at any time, in consultation with their Head of Programme, if the original agreement made regarding Intimacy/ nudity/partial nudity/minimal clothing/simulated sex does not correspond to what is being asked of them in the rehearsal room or on set. Further, an IC can challenge a director requesting more contact or nudity than was previously agreed. A performer can also request that the IC intervene with the director in this regard. In all rehearsals involving nudity/ partial nudity, the space must be blocked from public view and appropriate signage regarding the sensitive nature of the work should be displayed to prevent entry to the space by unnecessary parties.

Any performance requiring nudity/partial nudity/minimal clothing must have appropriate covering for the performer readily available in the event of an emergency exit from the building being necessary.

In rehearsals and performance, there should never be nudity with genitals touching – modesty patches or barriers will be used.

The director or IC will check-in with the relevant performers at the end of each rehearsal involving Intimacy as to how the scene felt for them. Adjustments may need to be made to the choreography.

Prior to each run of a performance, performers should step through the Intimacy choreography stating their physical actions. They should then run the scene a second time, undertaking the Intimacy choreography and feed back to one another regarding any adjustments in the event a performer did not accurately undertake the work. Both run-throughs should be overseen by the Stage Manager or other third party deemed appropriate.

Where possible, productions should consider the use of body doubles for performers so that performers are not pressured to expose themselves.

Where there are scenes that involve both Intimacy and elements of violence or sexual aggression, a Fight choreographer/Fight director and IC should work together to shape the scene. Performers should <u>never</u> be expected to craft these scenes alone.

d) Failure to abide by the agreed protocol

If a performer or director deviates from the agreed choreography in rehearsal, the director/ IC/ Stage Manager must intervene.

Performers and directors should be made aware that if they deviate intentionally or continually from the agreed Intimacy choreography, they may be subject to disciplinary action.

e) Detailed protocols

Screen Tests

Scenes are to be identified to actors in advance of signing on to the production that may involve nudity/partial nudity/minimal clothing or involve Intimacy.

No initial screen tests will require nudity/partial nudity/ minimal clothing or involve Intimacy.

Subsequent screen tests that do require nudity/partial nudity/minimal clothing or involve Intimacy will be identified to the performer in good time before their audition and such an audition will be held on a “closed-set” basis, the exception being that: the performer will be entitled to bring a third party as a support to the audition with them and that third party may remain inside the casting room with the performer for the duration of the audition.

Publication and storage of Intimate scenes

No cameras or mobile phone recording devices are to be used during the staging or on set of Intimate scenes, other than those required to film the production agreed upon. Any publicity photos will be taken of scenes not falling into this category.

All tapes involving nudity/partial nudity/minimal clothing or that involve Intimacy will be destroyed within 28 days, unless agreed with the performer.

There is to be no use of footage of Intimate scenes other than the final edited version of the production.

Any live streaming or recording within venues are to be switched off prior to productions involving Intimacy.

Closed set protocols

The RCS will adopt the closed set protocols for all work as outlined by the Intimacy Practitioners Guild for film and television work as follows:

Before

- The Intimacy Coordinator (IC) will contact the actors and the director in advance of the scene being rehearsed or shot to agree the parameters.
- The IC is to send the Closed-Set Protocols to the production team in a timely manner, in advance of the scene being shot and ask that this be sent with the Call Sheet.
- Intimate scenes are encouraged to be scheduled in the morning and avoid filming after lunch or late at night.

On the Day

- ‘Safe word’ for calling a halt to the action confirmed.

- The 1st Assistant Director (AD) to remind that the scene is being shot on a Closed-Set basis.
- The 1st AD is to outline to cast & crew the sensitive content that's about to be shot.
- The 1st AD to inform all to use appropriate language and behaviour that respects the workplace (note: no infantilizing or titillating language).
- Shot progression to be considered so that actors' time while working nude or partially nude is minimised.
- After the technical rehearsal and tweaks, and between takes, the 1st AD will be responsible for clearing the set to ensure only skeleton crew remains. [1]
- No phones or personal cameras can be switched on within the Closed Set by any cast or crew.

Monitors

- Minimise number of monitors and only essential personnel at those monitors.
- Monitors are to be flagged, covered or turned away to protect the modesty of the actors.
- IC to be informed of the number or monitors and also of any of those that are recording.
- Sound feed will only be available to the sound department and those directly involved in the scene, all other audio feeds will be switched off.

Nudity

- Only nudity that is visible in the shot is required.
- In a scene that opens with nudity, robes will be removed just prior to "action" being called on the call "pulling robes".
- Nudity is then from "action" to "cut" only.
- As soon as "cut" is called in a scene with nudity, no one except wardrobe and/or IC to enter the set until performers are covered.

Post-Shoot

- As part of the aftercare, IC checks in with the actors before leaving the set and a few days after the scene has been filmed.
- Any recorded material from the monitor should be deleted.
- Only the Director, Producer, Script Supervisor and Editor will have access to the closed dailies/rushes.

1 This is likely to include: Director, DOP/ Camera Operator, 1st AD, IC, Script Supervisor, Focus Puller, Key Grip, Boom/Sound Operator, Costumers for robe duties.

Appendix 11 – Guidelines for Managing Acts of Violence/Aggression on RCS Premises

These guidelines will shortly be incorporated into another policy, which will be discussed. The current RCS Gender Based Violence statement is as follows:

Gender Based Violence (GBV) can include domestic abuse, rape and sexual assault, stalking and harassment. Experiencing or recovering from GBV can have a detrimental impact on a person's ability to work or study. We will not tolerate GBV in any form and are committed to providing a learning and teaching environment which is safe and supportive for everyone.

Health and Safety guidelines – Prevention of Work-related Violence

The Health and Safety Executive (HSE) defines work-related violence as:

"Any incident, in which a person is abused, threatened or assaulted in circumstances relating to work."

Under section 2 of the Health and Safety at Work Act 1974 (The Act) all employers have a duty to ensure, so far as is reasonably practicable, the health and safety of their employees. This duty includes ensuring that employees are not injured or made ill as a result of work-related violence. The purpose of these guidelines are to assist people managers and heads of department to manage risks from work-related violence.

Work-related violence can take many forms including physical attacks, verbal abuse and threats (with or without a weapon), rude gestures and innuendoes, and sexual or racial harassment. There are 1.3 million incidents of work-related violence a year according to the British Crime Survey.

Physical assaults are obviously dangerous. But persistent verbal abuse or threats can cause anxiety and frequently contribute to work-related stress.

Assessment of risks

An analysis of the statistics for work-related violence shows that no type of workplace is exempt from the risks of such incidents. However, work-related violence is more likely where money or high-value items are handled, the wishes of service users may be frustrated, where an individual is seen as representing authority or people are likely to be disinhibited through the use of alcohol or drugs. As required by the current edition of the Management of Health and Safety at Work Regulations, assessments of the risks of violence to which employees are exposed as a result of their work activities should be recorded. All areas should ensure their risk assessments include this need if there is deemed significant risk.

The risk assessments should seek to identify the following:

- Situations where persons (employees and non-employees) could become violent;
- The persons that could be harmed if violence occurs;
- An estimation of the likelihood of violence occurring and the severity of the consequences;
- The controls that can be put in place to reduce the risks of violence, so far as is reasonably practicable.

Preventative measures

As well as identifying situations where work-related violence could occur, risk assessments should also identify the controls that can be used to try to prevent it. The information below is not intended to be an exhaustive list of preventative measures; it contains suggestions that should be considered.

- Train employees to identify early signs of aggression and how to diffuse it.

- Provide employees with information to help them identify clients with a history of violence or to anticipate factors which might make violence more likely.

- Ensure that waiting rooms are well lit and that there is suitable seating.

- Consider physical security measures such as CCTV, panic alarms, wider counters, coded locks on doors to staff areas.

- Keep service users informed about delays and try to ensure continuity of staffing.

- Avoid lone working, wherever possible.

- When an employee needs to meet a client away from the premises, check the client's credentials, ensure that the employees contact number is known and record the time and place of the meeting.

- If an employee has to meet a suspected aggressor, arrange for them to be accompanied by a colleague.

- Managers should respond positively to employees' and student anxieties. In particular, any request from an employee/student to be accompanied should be respected and acted upon, where practicable.

- When employees work late, arrange transport home.

- Use cheques, credit cards or tokens instead of cash to make robbery less attractive.

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- Bank money more frequently and vary the route taken to reduce the risk of robbery.

Action to be taken in the event of violence/abuse

If any form of violence or abuse occurs, in spite of all efforts to prevent it, then measures should be taken to contain the incident. Wherever possible assistance should be sought from whomever is in the immediate vicinity, preferably a responsible person or someone in a position of authority. Client Services and/or the Police should be called for additional support if the situation requires it. Client services will aim to attend if called upon, but this cannot be guaranteed, and the extent to which they intervene will depend on the specific circumstances at the time, coupled with the personnel available.

Whilst accepting the overriding principle that people are more important than property, consideration must be given to the extent of the damage that should be allowed to take place before it becomes a danger not only to the person causing the damage, but to others.

If employees are attacked, they should try to break away. However, employees should endeavour not to put anyone else at risk by doing so. Employees should avoid grappling single-handedly with anyone but wait until assistance arrives.

If employees are working alone and find themselves faced with a violent situation, they should not attempt physical intervention on their own, unless it is essential for their protection. Employees should attempt to withdraw from violent or potentially violent situations.

The level of intervention by the client services team will depend upon the specific circumstances of the event, coupled with how confident the individuals feel about dealing with the situation. The RCS does not expect any employee to put their own personal safety at risk.

Procedure to be initiated following an act of violence

There are three main aspects of post-violence procedure:

1. CARE of the assaulted employee,

2. REPORTING under RIDDOR,

3. RECORDING and INVESTIGATION of the incident.

Care of the Employee

First aid should be provided, where necessary, and relevant first aid/accident reports completed. If an employee/student needs to attend hospital they may need to be accompanied.

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If an employee/student is absent from work/studies following a violent incident, regular contact should be maintained and support offered throughout the period of absence.

Being abused or assaulted can be very distressing and can lead to anxiety or depression. An employee that has been subjected to work-related violence should be debriefed, provided with information on victim support schemes and offered confidential counselling, if possible/required.

Reporting under RIDDOR*

Where a violent incident results in the death or serious injury to an employee it must be reported immediately (i.e., by phone) to the Incident Contact Centre (ICC). Any incident where the injured person is incapacitated for more than seven days (under RIDDOR this is called an over 7-day injury) must be reported to the ICC within 15 days, either by phone or on-line via the HSE website.

*RIDDOR = the current edition of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations.

Recording and investigation

Recording and distributing information is essential in dealing with violent incidents. The importance of maintaining such records has been emphasised by numerous reports. Guidance issued by the HSE in its document "Preventing Violence to Staff" states:

"Once it has been established that there is some problem of violence, it is necessary to initiate a formal reporting system. Without information about incidents of violence it is not possible to develop a methodical analysis, nor is it likely that effective strategies for prevention will be found".

All acts of violence, aggression, verbal, racial or sexual abuse should be reported to an appropriate responsible person and, if possible, an online incident report completed in line with the RCS accident/incident procedures.

All incidents of work-related violence should be investigated by a senior person within the Conservatoire. Where possible, statements should be obtained from the employee/student involved, any witnesses and the person in charge at the time. All statements should be signed and dated. The investigation should seek to identify root causes and measures that can be introduced to prevent recurrence. Any lessons learned from the investigation should be communicated to employees.

Information gathered in investigations should be used to identify situations when violence is likely to occur and to identify people likely to be violent or with a known history of violent behaviour. The holding of such information on records is open to question, as concern is sometimes expressed about the interpretation of the term "violence" e.g., a fear that someone that does not have a violent disposition may be described as such if they react angrily to a situation that has been handled poorly.

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The Conservatoire shall not allow such concerns to prevent employees being given advanced warning about someone believed to have a propensity to violence. Systems should be put in place for the purposes of alerting employees that have to work with someone with a known history of violent behaviour.

It is recommended that Violent Incident Reports are reviewed annually to identify trends and the effectiveness of preventative measures.

Reports to the Police

The Conservatoire requires all incidents of work-related violence that result in physical injury to be reported to the Police.

It is acknowledged that there might well be circumstances in which an injured party does not wish to press charges or make a statement against another person.

Conclusion

In an attempt to reduce the risks of work-related violence, the Conservatoire shall endeavour to ensure that research takes place into activities and jobs where violence may occur. The results of such research will be analysed to ensure that resources are directed to where they are most needed. Procedures for formal reporting and recording of incidents shall be maintained and employees/students encouraged to report any such incidents. The information gathered shall be analysed and possible preventative strategies developed. These are likely to include:

- revised work practices;
- employee training;
- additional security.

Gender Based Violence statement

Gender Based Violence (GBV) can include domestic abuse, rape and sexual assault, stalking and harassment. Experiencing or recovering from GBV can have a detrimental impact on a person's ability to work or study. We will not tolerate GBV in any form and are committed to providing a learning and teaching environment which is safe and supportive for everyone.

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