



Royal Conservatoire  
*of* Scotland

# **Dignity at Work and Study Policy**

**DIGNITY AT WORK AND STUDY  
POLICY & PROCEDURES**

**Contents**

1) Introduction to the policy	3
2) Purpose	3
3) Scope	3
4) Procedures	3
5) Responsibilities	4
6) Advice, Counselling and Support (staff and students)	4
7) Grievance Procedure (staff only)	4
8) Management Training	5
9) Document Control Information	5
10) Appendix One	6
a. Dignity at Work and Study Definitions	6
b. Acceptable behaviours	6
c. Definition of a breach of the policy	6
d. Code of Professionalism and Conduct	7
e. Staff Relationships with Students	11
f. Relationships between Staff	12
g. Dealing with breaches by a member of the public	12
h. Acknowledgements	12
11) Appendix Two – Staff Guidelines on the Procedures	13
a. Informal Procedure	13
b. Formal Procedure	13
c. Investigation Procedure	13
12) Appendix Three - Student Guidelines on the Procedures	15
a. Informal Procedure	15
b. Formal Procedure	15
13) Appendix Four – Guidance on advice and support for staff	17
a. Line managers	17
b. Staff Support Contacts	17
c. Equality and Diversity Officer	17
d. Human Resources	17
e. Trade Union Representatives	18
f. Employee Support Mechanisms	18
g. Employee Assistance Programme	18
h. Occupational Health Provider	19
i. Big White Wall	19
14) Appendix 5 – Guidance on advice and support for students	20
a. Heads of Department / Programme Leaders	20
b. Conservatoire Counsellor and Disability Advisor	20

c. Equality and Diversity Officer	20
d. Students Union Welfare Officer	21
e. Big White Wall	21
15) Appendix 6 – Guidelines for managing acts of violence / aggression	22
16) Appendix 7 – RCS Safe Space Statement	28
17) Appendix 8 - CUK Principles of Best Practice in Conservatoire Teaching	29

## RCS Dignity at Work and Study Policy

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

The policy 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 Definitions).

### **3. Scope**

The *Dignity at Work and Study Policy* applies to all staff, students, contractors and consultants of the Conservatoire.

In relation to staff relationships with students, this policy applies 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 policy may result in disciplinary action under the Conservatoire's Disciplinary and Dismissal Policy. Failure of a student to comply with the policy may result in disciplinary action under the Conservatoire's Student Disciplinary Procedure.

This policy 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 in to terrorism (please see the RCS Prevent Policy for further detail).

### **4. Procedures**

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

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 3 (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 Policy* 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 and Diversity Officer can provide confidential advice, information and support to both staff and students.

**Staff:** Members of staff 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:** Students 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 4 and Appendix 5 (Guidelines on Advice, Counselling and Support).

## **7. Grievance Procedure (Staff only)**

If you raise a formal complaint under this procedure and at any stage you feel that your complaint is not being handled effectively in procedural terms, you have the right to raise a grievance.

Details of the Grievance Procedure are available on the Staff Portal or from the Human Resources Department.

## **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.

**9. Document Control Information overview**

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.

Current Version: 5

Approval Confirmed (date):

Approval Confirmed (signature): \_\_\_\_\_

**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	14.9.18	Jackie Russell		Operational change- addition of RCS position on CUK Principles of Best Practice

## 10. Appendix One

### DIGNITY AT WORK AND STUDY POLICY 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.

It is the Conservatoire's policy to make every effort to provide a working and learning environment free from bullying, sexual, racial and/or disability harassment, intimidation and any other form of harassment or bullying constituting unacceptable behaviour, which is personally offensive.

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

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 policy 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.

## **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 8) 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, can 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 note 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 and Diversity**

- 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.

## **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 CUSTOMER**

If you feel that you are being bullied or harassed by a customer 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 EIS in the formation of the definitions contained within this policy.

## **Appendix Two**

### **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 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, colleague or other suitable representative, such as a Staff Support Contact.

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.

## **Appendix Three**

### **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 and Diversity Officer 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*.

Should the matter not be resolved to the satisfaction of the complainant, s/he should then take up the complaint with the appropriate Director of School, who will attempt to resolve the problem within 7 working days.

The appropriate Director of School will record the date of receipt of the complaint, the nature of the complaint and the subsequent actions taken to resolve the matter.

The student(s) will be asked to sign that it is a true record and that the matter has been resolved satisfactorily.

Where the appropriate Director of School considers a complaint to be frivolous or vexatious, the case will be reported to the Academic Registrar who will investigate the matter and determine if there is alleged misconduct. If the complaint is alleged to be frivolous or vexatious, the complainants may face disciplinary action [a frivolous complaint is one that is trivial or without serious content; a vexatious complaint is one that is primarily intended to vex, harass or harm the subject of the complaint rather than to secure a remedy].

#### **Formal Procedure**

Students are advised that, before lodging a formal complaint, they obtain advice and support either from the Conservatoire Counsellor and Disability Advisor or the Royal Conservatoire of Scotland Students' Union.

The complainant(s) may raise the matter through the Conservatoire's formal Complaints Handling Procedure (CHP) where the complaint made is in respect of alleged discrimination, harassment or victimisation as defined within this policy.

A student of the School of Drama, Dance, Production and Film must submit the complaint in writing to the Director of Music and a student of the School of Music must submit the complaint in writing to the Director of Drama, Dance, Production and Film. The submission must be made within 7 working days following completion of any informal process which has taken place.

Prior to a complaint being determined, an appropriate investigation will normally be undertaken.

The appropriate Director will seek to resolve the matter on the basis of the documentation provided after having sought any further information as appropriate from the persons involved in the complaint or may, at her/his discretion, call a hearing, normally within 10 working days from receipt of the written complaint, at which the student and other persons involved may submit their cases. If the Director considers it appropriate, s/he may be assisted in investigating the complaint by another Director or other appropriate senior managers of the Conservatoire.

The complainant may be accompanied by a person of her/his choice at a meeting but must inform the appropriate Director who the person will be, before the hearing takes place.

The Director's decision will be communicated in writing to the complainant after the complaint is received. This will normally be within 10 working days, or where a hearing has been called, within 5 working days following the conclusion of the hearing. The complainant(s) will be advised of any further steps which s/he or the group could take if dissatisfied with the outcome.

Where the appropriate Director considers a complaint to be frivolous, vexatious, untrue or made in bad faith (e.g. spite) the case will be reported to the Registrar who will investigate the matter. If the complaint is confirmed as allegedly frivolous, vexatious, untrue or made in bad faith, the complainant(s) will face disciplinary action in accordance with the Conservatoire's Student Disciplinary Procedure.

## Appendix Four

### 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 and Diversity Officer 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 and Diversity Officer

**Conservatoire Equality and Diversity Officer:** Roz Caplan - extension 384  
Members of staff can approach the Conservatoire Equality and Diversity Officer 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.

- **Deputy HR Director:** Lydia Demaison - extension 228
- **HR Adviser:** Kate Bowie – extension 236
- **Acting HR Advisor:** Sidrah Siraj – extension 397
- **Assistant HR Advisor:** Linsey Miller – extension 397
- **Assistant HR Advisor:** Gillian McLean – extension 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.

**EIS:** Martin Mallorie extension 116

### **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 Workplace Options (WPO) 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 can be found on the staff portal;

<https://portal.rcs.ac.uk/hr/employee-assistance-programme/>

Tel: **0800 243 458**

Website: <https://www.workplaceoptions.co.uk/member-login-2/>

Username: rcos

Password: employee

### **Occupational Health Provider**

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

### **Big White Wall**

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.  
<https://www.bigwhitewall.com>

## 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 - extension 282

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. An open-door policy is operated, so it is not always necessary to make an appointment.

**Conservatoire Equality and Diversity Officer:** Roz Caplan - extension 384

Students can approach the Conservatoire Equality and Diversity Officer 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](mailto: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.

#### Big White Wall

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.

<https://www.bigwhitewall.com>

## Appendix 6

### GUIDELINES FOR MANAGING ACTS OF VIOLENCE/AGRESSION ON RCS PREMISES

#### 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.
- 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.

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. 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.

## Appendix 7

### **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.

## Principles of Best Practice in Conservatoire Teaching (for information)

### 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

- 1) 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
- 2) A student's well-being is always a teacher's first concern.
- 3) 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.
- 4) Decisions made in respect of a student's learning are discussed and agreed between student and teacher.
- 5) 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.

- 6) Designated one-to-one music teachers will not normally be involved in the summative assessment of their students.
- 7) 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.
- 8) 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.
- 9) 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.
- 10) 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. **NB** see page 12 of the DAWAS policy for the RCS position.
- 11) 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.
- 12) 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.
- 13) 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.