Workbook

**Guarding Against Misuse of Power and Inappropriate Behaviour   
in Learning and Working Environments**   
An offering from Tonic for the performing arts training sector

Tonic has created this workbook for drama schools, conservatoires, universities and colleges that provide performing arts training. It is designed to support these institutions to have a robust set of policies, processes and mechanisms in place to guard against misuse of power and inappropriate behaviour.

The impetus behind creating this was the highlighting of issues by the #MeToo movement in respect to the performing arts, and a desire that Tonic heard expressed within the training sector to feel more confident and detailed in their response to these. While this workbook should be used by institutions to focus on the issues of sexual harassment and gender-based violence on which #MeToo shone a direct spotlight, they may also want to use it to consider their response to wider misuse of power and inappropriate behaviour. For instance, bullying, inability (or refusal) to establish or respect boundaries, or general disrespectful or unprofessional conduct.

How it works

In this workbook, Tonic provides a space in which institutions can make a record of everything they have in place to limit the chances of misuse of power or inappropriate behaviour occurring.

We are handing over an unpopulated workbook on purpose. Firstly, because our main goal is to encourage institutions to go through a process of considering what they already have in place and what they need to implement next - and this is less likely to happen if we do the work for them. Secondly, it’s because each institution is unique. While there are commonalities in what they need to be considering and implementing, there is no one-size fits all approach.

This document is shared by us as a digital Word doc. This is to ensure it is the most malleable to institutions’ needs. Anyone using it should see it as a proposal of how you may approach this and as a stimulus for deeper thought and wider conversation within your institution. But you should also feel free to cut and paste, add, take away and generally make it your own.



**There are three sections in the document and all should be completed by you:**

* **Section 1**  
  The learning and working environment you are committed to delivering
* **Section 2**  
  Measures and processes you have in place to achieve your desired learning and working environment and to safeguard against issues arising
* **Section3**  
  How you will respond to events: if the worst happens and an incident occurs, your system for acting swiftly, robustly and sensitively



Section 1  
The learning and working environment you are committed to delivering

This section contains space for your policies and statements that articulate the kind of learning and working environment that you are committed to delivering and the role that everyone is expected to play in this.

Being able to set out in writing what anyone who is part of your institution can expect from you - and, in return, what you require of them in terms of behaviour and treatment of others - is vital for clarity, accountability, and shared responsibility. Without doing so, there is room left for differing interpretations of what is and is not acceptable and no marker against which you can measure whether or not you are being successful.

Section 2  
Mechanisms and processes you have in place to achieve your desired learning and working environment and to safeguard against issues arising

The policies you include in section 1 articulate WHAT you want your learning and working environment to be like. Section 2 contains HOW you will achieve that. It will house details on the range of mechanisms and processes you have in place that convert your policies from words on a page into a lived reality for students and staff.

While these mechanisms and processes cannot, alone, entirely protect against instances of inappropriate behaviour taking place within your institution, they may help mitigate against the risk of it happening and increase the chance of poor behaviour being ‘headed off at the pass’. This is because they will cumulatively contribute to the creation of an environment which is respectful, supportive, and in which it is clear that misuse of power will not be tolerated.

Using section 2 to make note of everything you have in place to underpin your desired learning and working environment will enable you to:

* Have everything in one place: avoiding confusion, doubling up or lack of joined up thinking between various teams or departments in your institution
* Keep track of what has been implemented: so you’re not ‘reinventing the wheel’ repeatedly. Also, so you can see when measures are due a refresh or update
* Identify where there are gaps in your provision, or where new areas of focus have emerged and should now be responded to
* Be able to articulate clearly to staff and students everything you have in place to create a respectful learning and working environment for them: providing reassurance and building trust

Section 3  
How you will respond to events: if the worst happens and an incident occurs, your system for acting swiftly, robustly and sensitively

In spite of the measures and processes you note in section 2, there may still be an incident that occurs. Section 3 is where you set out what you will do in the event that concerns are raised (either formally or informally) or it emerges that there has been inappropriate behaviour.

Working out what your process for responding to this will be and capturing it in this document now - rather than waiting for a crisis to occur before doing so - will mean you are able to act calmly and in a thoughtful manner if the worst does happen. Should you find yourself dealing with reports or evidence of behaviour that sits below the standards articulated in section 1, you will have a go-to guide to reach for which will help you to respond swiftly, robustly and confidently.

This document is provided by Tonic as a guide and as a provocation for deeper thought, not as a substitute for legal or expert advice. Tonic cannot accept responsibility for any consequences that may arise from your reliance on the material contained in this document.





Title of your document

Name of institution

Your Institution Name

Person responsible for the maintenance of this document

Your Name – yourname@yourinstitutuion.org

People involved in populating and contributing to this document

Person One – personone@yourinstitutuion.org   
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Where this document is filed/available

e.g. shared drive; intranet

Version

01

Date of most recent update

DD MM YY

Section 1

The learning and working environment we are committed to delivering

*This section contains space for your policies and statements that articulate the kind of learning and working environment that you are committed to delivering and the role that everyone is expected to play in this.*

*Being able to set out in writing what anyone who is part of your institution can expect from you - and, in return, what you require of them in terms of behaviour and treatment of others - is vital for clarity, accountability, and shared responsibility. Without doing so, there is room left for differing interpretations of what is and is not acceptable and no marker against which you can measure whether or not you are being successful.*

*Tonic’s suggestions for what you put into this section include:*

* *Policies that relate to your working and learning environment*
* *Statements that connect to these policies*
* *Positive relationships code of conduct*
* *A plan for how you will ensure these policies, statements and codes of conduct are visible and accessible to everyone who is a part of your institution*

Policies that relate to your learning and working environment

What are these policies?

These policies are formal written documents in which you lay out *what* you are committed to delivering in terms of the learning and working environment you provide to students and staff. Alongside this, you will articulate the detail of *how* you will do so. You may also include *who* will be involved or have responsibility for this being achieved. It can be useful to say *why* it feels important to you to make these commitments and your expectations of everyone who is part of your institution in relation to setting and maintaining these standards.

A policy may begin with an opening statement that captures your aim or purpose and why you recognise this as important

* “We believe that…”
* “We know…”
* “We need to…”
* “We recognise that if left unchecked…”

If required, it may include clarifying definitions

* “By X we mean [reference to legislation e.g. Equality Act 2010]…”

It should provide a summary of your organisational commitments

* “We will commit to…”
* “We have X in place to…”
* “We will implement this through…”
* “We will be held to account by…”

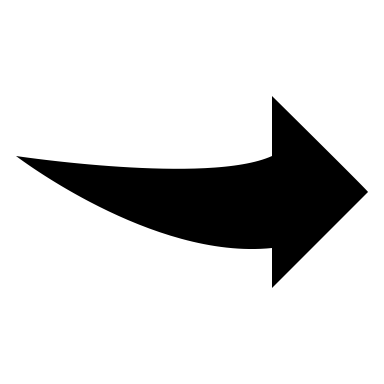
Along with information on how these commitments will be implemented and monitored and who is responsible for this.

The areas you may want to have policies for in relation to this include but are not limited to:

* Safer spaces\*
* Bullying and harassment
* Dignity and respect
* Equality, Diversity and Inclusion

You may have a series of individual policies, or you may decide to combine them into one longer document.

\* The term ‘safer space’ is increasingly used in preference to ‘safe space’. It seeks to recognise that people will experience spaces differently and that presumptions cannot be made about what is or is not experienced as ‘safe’ by everyone. The use of ‘safer’ is purposefully less definitive and places an organisation in a model of constant improvement: aiming to create ever-safer spaces, rather than feeling it has reached a destination and can cease work.



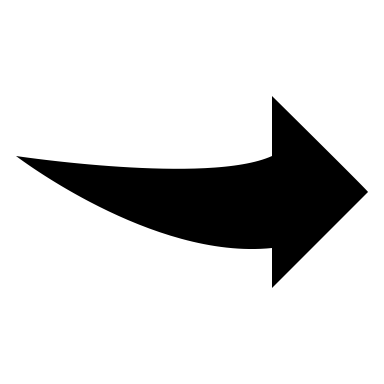
Insert your relevant policies here

Statements that relate to your learning and working environment

What are these statements (and how do they differ to your policies)?

You may find it useful to share statements which articulate concisely what you are committed to delivering in terms of the learning and working environment you provide to students and staff. These statements are likely to be identical or very close to the opening section of your corresponding policy document. In it, you express what your aim or purpose is and why you recognise that to be important.

Whereas policy documents may be lengthy and should be detailed, focusing not just on *what* and *why* but also *how* and *who*, statements are likely to be shorter and more pithy articulations of your stance. They may be shared externally e.g. on your website, or internally e.g. displayed on the walls around your building. Essentially, by being brief and to the point, statements present accessible and easily digestible key commitments contained in your – necessarily – lengthier and more detailed policy documents.



Insert your relevant statements here

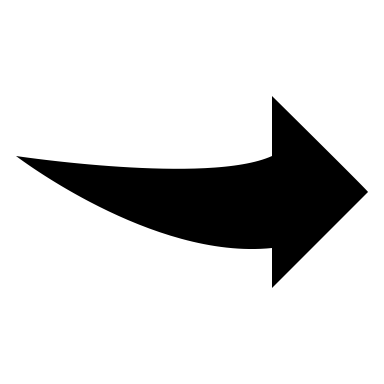
Positive relationships code of conduct

Cultivating and encouraging positive, healthy interpersonal relationships at your institution is vital. The setting and respecting of boundaries is a big part of this; considering the range of different boundaries that may be held across a student body. Some of these may be new to staff members, so it is important to ensure wide-ranging knowledge and sensitivity is reinforced.

A code of conduct outlining what a positive interpersonal relationship looks like at your institution doesn’t need to be incredibly long, but should consider what healthy dynamics might look like, and what types of interaction will not be tolerated. Bearing in mind this will include students and staff, some things to consider when drawing this up:

* Power dynamics at play: particularly staff over students, but also power dynamics between students, for instance between different year groups and different courses
* Responsibility of those in power to set the standard of behaviour
* Responsibility of everyone who is part of the institution to maintain the standard of behaviour
* Respect of differing boundaries, and sensitivity to how these may vary considerably

Codes of conduct can also be created collectively as a course group, and can help to provide a sense of ownership and commitment for students



Insert your positive relationships code of conduct here

Plan for sharing these policies, statements and codes of conduct

Your plan may include details of:

* Who you will share these policies and statements with e.g. students, staff, freelancers (visiting tutors etc)
* Where you will share them e.g. website, staff and student handbooks
* What you will do to ensure they are accessible and are widely understandable i.e. written in plain English and in direct, rather than overcomplicated, language
* Anything that will be in place to support their communication as written documents e.g. time put aside to discuss them during staff and student induction
* When policies and statements will be reviewed and any updates or changes made



|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | Who’s responsible | By when | Review date |
| Sharing with students | | | |
| Dedicated session during induction week to share and talk through policies | All course leaders | Sep 22 induction week | Jul 23 |
|  |  |  |  |
|  |  |  |  |
| Sharing with staff | | | |
| Policies to be attached to contracts for all new starters | HR | Immediate start | Jun 23 |
|  |  |  |  |
|  |  |  |  |
| Sharing with freelancers | | | |
| Policies to be talked through with all freelancers in advance of commencement of contract | All course leaders responsible for engaging freelancers | Immediate start | Jun 23 |
|  |  |  |  |

Section 1: Reflection

Do we feel there is anything missing from Section 1? If so, what is this?

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| --- |
|  |

What do we want to implement next? What’s the timeline for this?

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| --- | --- |
| To implement | Timeline for this |
|  |  |

Any other reflections or notes on Section 1?

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| --- |
|  |

Section 2

Measures and processes you have in place to achieve your desired learning and working environment and to safeguard against issues arising

*The policies you include in section 1 articulate WHAT you want your learning and working environment to be like. Section 2 contains HOW you will achieve that. It will house details on the range of mechanisms and processes you have in place that convert your policies from words on a page into a lived reality for students and staff.*

*While these mechanisms and processes cannot, alone, entirely protect against instances of inappropriate behaviour taking place within your institution, they may help mitigate against the risk of it happening and increase the chance of poor behaviour being ‘headed off at the pass’. This is because they will cumulatively contribute to the creation of an environment which is respectful, supportive, and in which it is clear that misuse of power will not be tolerated.*

*Tonic’s suggestions for what you put into this section include:*

* *Directory of student support/pastoral provision that is in place*
* *Information on induction processes for staff, students and freelancers e.g. visiting tutors*
* *Training plans for staff and students*
* *Information on feedback loops*
* *Individual productions and projects - document for highlighting any sensitive issues*
* *List of all training and interventions completed to date*

Directory of student support / pastoral provision

Pastoral support can include a range of different things. Even if you have a small team to deal with this, it’s important you consider and actively put in place services and signposting to help support your students. This may include:

* A dedicated member of staff for students to speak to and share their concerns
* An external service e.g. counselling provision
* Groups for extended support and conversation; e.g., LGBTQ+ groups. These opportunities may prove a vital lifeline to those in need. If unaware of what you should offer, why not create and distribute a survey to gauge student need?
* Signposting for any relevant services that may be required by your student body. This could include, but is not limited to:
  + Emergency services
  + Out of hours university welfare helpline
  + Rape Crisis
  + Samaritans
  + Student Minds



|  |  |  |
| --- | --- | --- |
| Provision | What this delivers | How to access |
| Student Support team | On site response to all student enquiries and issues plus sign-posting to specialist provision. | Name(s) of key personnel  Email address  Phone extension  Opening hours  Out of hours emergency contact details |

Full induction process

This should include:

* Permanent staff
* Freelance staff e.g. visiting tutors
* Students

In the fast-moving world of performing arts training, it is important that time is factored in for the planning and implementation of thorough induction processes for all permanent and freelance visiting staff and students. This isn’t just about the practicalities of working or studying at the school, but also clearly communicated expectations of what behaviour is and isn’t acceptable. This may include any of the previously outlined policies and documents sharing the learning and working environment we are committed to delivering.

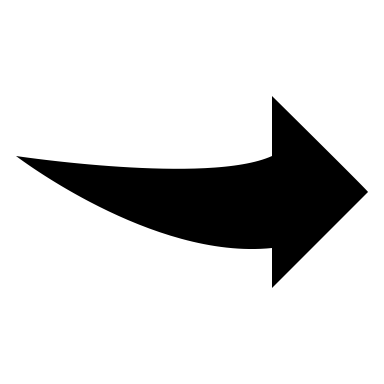
**Your induction processes should also outline how this will be consistently implemented.**

This may include details of:

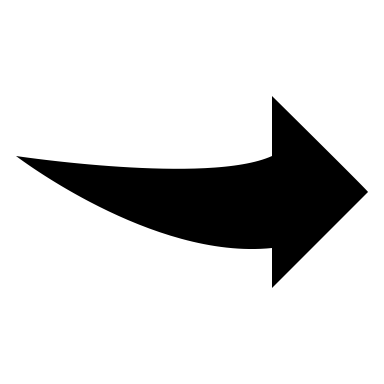
* Timeline of when inductions take place
* Checklist of what needs to be included
* Who will be responsible for undertaking inductions
* When processes will be reviewed and any updates or changes made



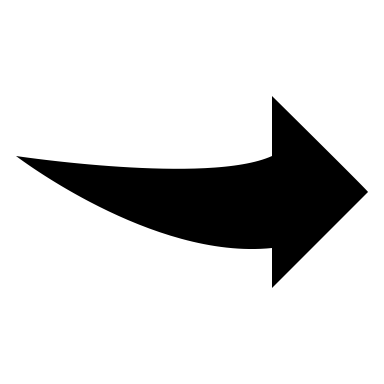
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| --- | --- | --- | --- |
| What to include | Who’s responsible | By when | Review date |
| Permanent staff | | | |
| Policies and procedures to be talked through in advance of start of employment | Line Manager | Immediate start | Jul 23 |
| Annual refresher staff session | Principal | Before start of each new academic year | Jul 23 |
|  |  |  |  |
| Freelance staff and visitors | | | |
| Policies and procedures to be talked through with all freelancers in advance of commencement of contract | Course Leader/ Main Point of Contact | Immediate start | Jul 23 |
|  |  |  |  |
|  |  |  |  |
| Students | | | |
| Student workshops focused on sharing and ensuring widespread understanding of policies | All course leaders | October induction week | Jul 23 |
|  |  |  |  |



Insert your induction process for permanent staff here



Insert your induction process for freelance staff and visitors here



Insert your induction process for students here

Training provision

Ensuring all staff and students have a robust and consistent plan for training has historically been something which has often been overlooked. However, a complimentary, wrap-around training programme should be a core component of both student and staff provision. As well as imparting knowledge and/or skill, training is important to allow the time and space for reflection. Performing arts training can be a hectic and emotionally taxing process for students, and the industry awaiting them is often very much the same. In order to cultivate resilience, honing objectivity is vital. Supporting training can take a variety of different forms, but should be considered as a key part of students’ and staff development, rather than a “nice to have”.

As examples, Tonic offer a variety of different training programmes:

**Students:**

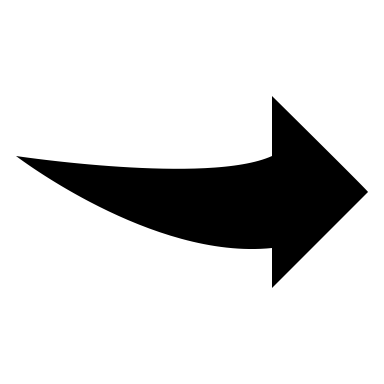
* Boundaries and Respect
* Managing Fear and Developing Resilience
* Power Dynamics and Constructive Communication
* Consent
* Unconscious Bias
* Sexism and Misogyny - an Introduction
* Race and Allyship - an Introduction
* Class and Class Dynamics – an Introduction

**Staff:**

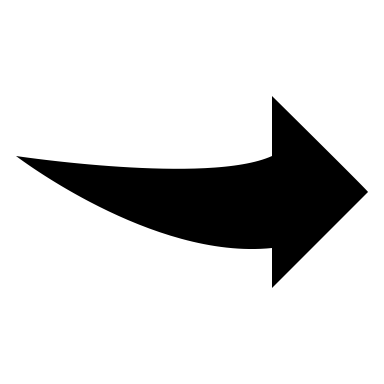
* Unconscious Bias
* Introduction to Equality, Diversity and Inclusion
* Creating Inclusive Environments
* Race and Allyship - an Introduction
* Boundaries and Respect
* Having Difficult Conversations

In order to allow consistency and a streamlined process as the years go by, it’s important to log training undertaken, and relevant providers. For example:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Training | Provider | Who to take part | When | Who is responsible for booking |
| Staff | | | |  |
| Having Difficult Conversations | Tonic | All teaching staff | Annually, September | Principal’s office |
|  |  |  |  |  |
|  |  |  |  |  |
| Students | | | |  |
| Boundaries and Respect | Tonic | All 1st years | New intake, induction week | Pastoral lead |
|  |  |  |  |  |
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Insert your student training plan here



Insert your staff training plan here

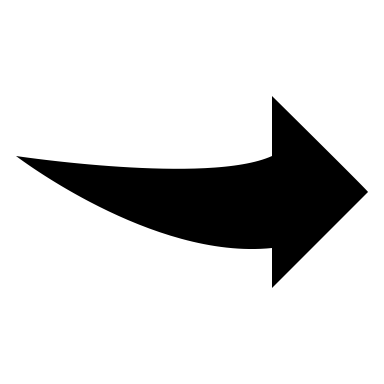
Feedback Loops

Ensuring you are putting things in place to cultivate safer spaces, set standards in your institution and implement rigorous policies and procedures to deal with inappropriate behaviour is incredibly important. However, so too is considering how you can receive and appropriately manage negative feedback and concerns around what is in place. Within this, you may wish to consider:

* How you receive feedback - surveys, email address, anonymous box, focus groups
* How often feedback is sought, or checked through
* Who is responsible for the monitoring and evaluation of feedback
* The types of feedback you receive - it’s important to receive a mixture of qualitative and quantitative feedback
* Should a specific concern or case arise in feedback, how will this be dealt with appropriately?



|  |  |  |  |
| --- | --- | --- | --- |
| Feedback | Who feedback is from | When received | Person responsible |
| Survey | Students and staff | Twice a year; January and June | Pastoral team |
| Feedback email account | Students | Ongoing throughout the year | Pastoral team |



Insert information on your feedback loops here

Individual Production Logs

Post- #MeToo, as an industry we now have a growing awareness and consideration around intimacy or sensitive subject matter in shows. With this, comes the need to put in place appropriate measures to ensure moments of intimacy are rehearsed carefully, and subjects which may be tricky are approached with delicacy and care.

However, the organisation of this can sometimes be suboptimal. For example, we often hear of intimacy coordinators being contacted at the last minute for bookings, and subsequently being unable to help. Or of productions of plays that engage in complex issues being rehearsed without adequate time built in for sensitive exploration of these.

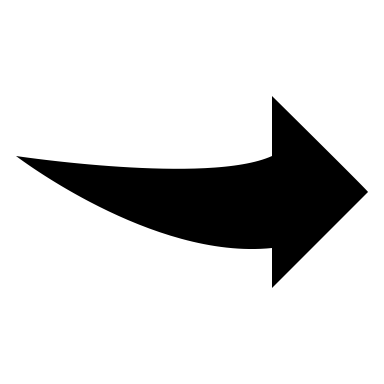
As such, it is worthwhile planning ahead each year, to ensure your upcoming productions are assessed for their need for additional support or resource. Creating an Individual Production Log for forthcoming productions over any academic year will ensure that this can be factored in and sourced in good time.

Some things you may wish to make note of for each upcoming production:

* Is there subject matter in here that may be sensitive to someone’s lived experience?
* Is there subject matter in here that may be triggering to some? Or which could require students to relive traumatic experiences?
* Are there moments of full or partial nudity?
* Are there moments of physical intimacy or depictions of sex or sexual activity?



|  |  |  |  |
| --- | --- | --- | --- |
| Production | When | Subject Matter / Intimacy | Potential support needed |
| xxx | Spring term - Feb-March | Act 2 scene 1: kissing and physical caressing between characters A and B | Intimacy coordinator required to support the staging of the scene |
| xxx | Summer term - May-June | Rape and sexual violence are key themes and alluded to throughout. Several (female) characters have experienced it | A female director is required, ideally supported by a predominantly female creative team  Breakout space available during rehearsals  Student Support Team to be briefed in advance of rehearsals. Ensure signposting is in place |



Insert your Individual Production Log template document here

Training and Interventions Record

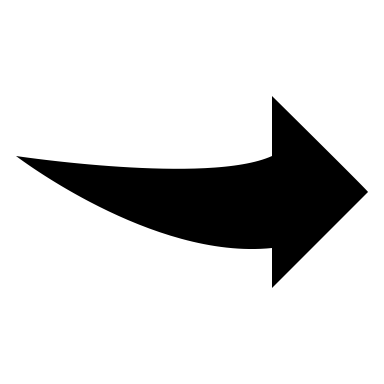
Throughout this supporting work, you may well work with a number of practitioners and organisations, and learn a lot along the way which could help to streamline processes. As staff can change around over time, we recommend you keep a record of training providers and relevant interventions, to ensure that smooth transitions can be made as staff change over.

Some things you might like to consider:

* Who provides your training (as per training provision section) and relevant contact details, pricing, etc
* Practitioners you may have worked with on productions: intimacy coordinators, production dramatherapists, practitioners with particular lived experience.
* Any difficulties encountered around productions and learning taken from this; including future recommendations



|  |  |  |
| --- | --- | --- |
| Production/Training | Contact | Notes/Recommendations |
| Devised Project – Greek Mythology | Joe Bloggs, [joebloggs@email.com](about:blank) | This devised project took Greek Mythology as a starting point. We contacted Joe Bloggs, who is a skilled facilitator with a specialism exploring power and gender dynamics to facilitate some conversations and physical exercises around this with the group. Positive feedback from students, would recommend. |



Insert your Training and Interventions record here

Section 2: Reflection

Do we feel there anything missing from Section 2? If so, what is this?

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| --- |
|  |

What do we want to implement next? What’s the timeline for this?

|  |  |
| --- | --- |
| To implement | Timeline for this |
|  |  |

Any other reflections or notes on Section 2?

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| --- |
|  |

Section 3

How you will respond to events: if the worst happens and an incident occurs, your system for acting swiftly, robustly and sensitively

*In spite of the measures and processes you note in section 2, there may still be an incident that occurs. Section 3 is where you set out what you will do in the event that concerns are raised (either formally or informally) or it emerges that there has been inappropriate behaviour.*

*Working out what your process for responding to this will be and capturing it in this document now - rather than waiting for a crisis to occur before doing so - will mean you are able to act calmly and in a thoughtful manner if the worst does happen. Should you find yourself dealing with reports or evidence of behaviour that sits below the standards articulated in section 1, you will have a go-to guide to reach for which will help you to respond swiftly, robustly and confidently.*

*Tonic’s suggestions for what you put into this section include:*

* *List of key contacts*
* *Grievance procedure*
* *Off-campus occurrences procedure*
* *Incident escalation procedure*
* *Scenario planning – notes and insights*

List of key contacts

In the event of a concern being raised or an allegation made in your institution, it’s important to have a clearly communicated list of who may need to be contacted or consulted with.

This may include staff members and/or external providers. There may be specific people who need to be explicitly involved with the dealing of a concern or allegation, and there may be people who simply need to be informed; it is worth differentiating between these.

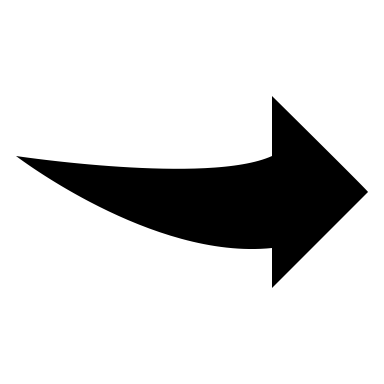
Depending on the situation, key contacts may include:

* Head of school and senior leadership team
* Safeguarding Lead within the staff team
* Chair of the Board (or equivalent)
* Student Support Lead
* HR Lead
* Local police

Contact details should be kept up to date and filed securely.



|  |  |  |  |
| --- | --- | --- | --- |
| Name and Role | Contact Details | When to contact | How involved |
| xxx | xxx | xxx | Need to be kept informed OR To be directly involved throughout |

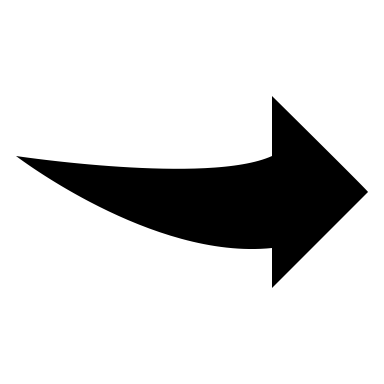


Insert your list of key contacts here

Grievance Procedure

Should something go wrong and an incident occurs which requires you to respond, it is important that you have an appropriate grievance procedure in place. This is so it is set down in writing what anyone raising a grievance can expect and what your responsibilities are to them and to anyone against whom a grievance is made. When creating or reviewing your procedure you may want to consider the following:

* Who will be involved along the way throughout the grievance process?
* What pastoral support is on offer to the people involved along the way - how will you ensure they are supported throughout?
* If the process involves absences from teachers and/or students - how will this be dealt with? What is the plan regarding cover teaching or ensuring a student can catch up on their studies?
* How will you maintain confidentiality throughout?
* What are the mechanisms that need to be in place for communication at each step of the process?

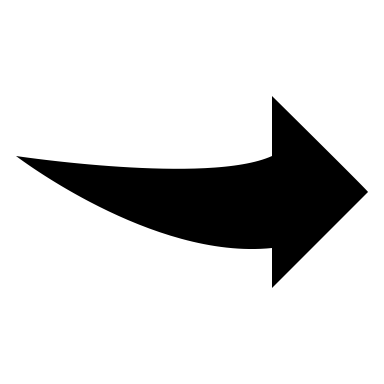


Insert your Grievance Procedure here

Off-campus occurrences

There may be times when an incident occurs, or a complaint is made about something that happened off-campus and out of school hours. It’s worth considering the following in these instances:

* Where any school responsibility lies in these circumstances
* What support could be given to those involved (pastoral support, logistical support, such as how to contact the police)
* How you will maintain confidentiality throughout (in particular when rumour or hearsay may be spreading through the school)
* How the school’s policies and expectations of behaviour are clearly and robustly shared and reinforced, along with the communication that this should also be transposed into outside school environments
* What additional conversations and/or training could be put in place to help reinforce positive relationships and tackle cases of bullying, harassment, sexual assault or rape off or on-campus



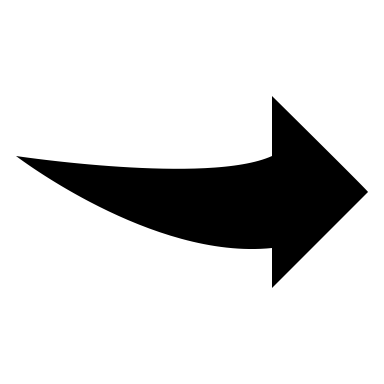
Insert your Off-Campus Occurrences procedure here

Incident Escalation procedure

Every situation is different, and it’s important to know who to contact and the action that needs to be taken under any individual circumstance. As such, it is vital to have clear communication of action to be taken and who to be contacted.

Some considerations include:

* Creation of a flow diagram for who responds and how if a concern is raised or an incident takes place
* Checklist of what should be covered/communicated in the event of an incident or concerns raised
* Full procedures on comms around incidents: this includes both internally and externally (including your website and social media channels)



Insert your Incident Escalation procedure here

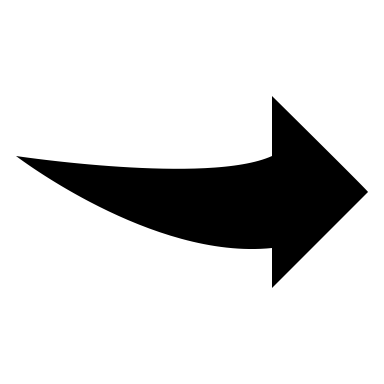
Scenario Planning

It’s important to be prepared for any eventuality. One way of beginning to do this is by identifying potential scenarios that could happen in the future, and planning for what your response would be. By walking through or ‘rehearsing’ a situation that *could* occur, you are likely to be better prepared in the eventuality it does happen; and you’ll have spotted any gaps in your response and have had a chance to fill them in advance.

Hopefully you will never encounter that scenario for real. But if you do, it’s better to be prepared.

Examples of scenarios your work through could include:

* *Late on a Saturday night a student infers on social media that a fellow student has assaulted them. They have tagged your institution in their post and the post is being shared rapidly and widely. What do you do?*
* *A student makes a complaint to the pastoral support team that a freelance visiting director has made inappropriate sexual comments to them during rehearsals. The show, a final year showcase, is now in tech and opens later this week. What do you do?*
* *You have programmed a play for the upcoming term to be performed by third year acting students. The play has numerous scenes of sex in it, and although nothing has directly been raised with you or other members of staff, you are picking up on varying levels of disapproval from students (both involved and not involved). What do you do?*



Insert notes or insights from scenario planning exercises you have completed here

Section 3: Reflection

Do we feel there is anything missing from Section 3? If so, what is this?

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|  |

What do we want to implement next? What’s the timeline for this?

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| --- | --- |
| To implement | Timeline for this |
|  |  |

Any other reflections or notes on Section 3?

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