



## **The Conservatoire Code of Behaviour**

This Code of Behaviour is part of the Conservatoire's Inclusive Cultures Strategy and applies to all staff and students of the Conservatoire and its Member Schools. We believe that the positive behaviours enshrined in our Inclusive Cultures Strategy apply to our whole community and that, whilst procedures may as necessary be different for staff and students, our expectations about who we are and the institution we want to be are the same for everyone in the Conservatoire, regardless of status. It is of the utmost importance to us that in creating and maintaining our inclusive culture and community within the Conservatoire, our graduates and staff go on to continue this inclusivity as they progress on their individual journeys.

The Conservatoire Inclusive Cultures Strategy (ICS) is intended to promote, nurture and embed positive and inclusive behaviours to engender and maintain cultures within the Conservatoire in which all members of the Conservatoire community can flourish, thrive and feel safe. All students registered on a programme of higher education with a Conservatoire School are required to conduct themselves in a positive, inclusive and professional manner at all times.

### **Purposes of the Conservatoire Code of Behaviour**

The purposes of this Code of Behaviour are:

- To establish the expected behaviours of students registered with the Conservatoire and the staff that work across all areas of the institution and its Schools
- To promote, foster, nurture and embed the desired positive and inclusive Behaviours, on the part of all members of the Conservatoire, that help to create and maintain the Conservatoire cultures within which all can flourish, thrive and feel safe
- To provide for the advancement of the profession, knowledge and creativity in the development of ethically sensitive, professional and responsible persons

All students and staff are subject to this Code in relation to:

- a) the activities they engage in as students/staff of their School and the Conservatoire;
- b) the services or facilities they access due to being students/staff of the School and the Conservatoire;
- c) their presence in, or access to, premises owned, leased or managed by the School and/or the Conservatoire;
- d) any activity not covered by a), b) or c) above, but which might harm the safety, interests or reputation of the Conservatoire and its community, or impact on the student's suitability to remain a registered student, or impact on the member of staff's suitability to remain a member of staff.

The Conservatoire and its Member Schools continuously work to create an inclusive environment in which all students are able to develop as artists and technical specialists, supported by their peers and tutors, and in which staff are supported to deliver not only the artistic training but also the professional services that facilitate and enable the Conservatoire's high standards.

Members of the Conservatoire community constitute a diverse group of people coming together from many different cultures with a wide spectrum of perspectives about artistic disciplines, about education and about life. The Conservatoire embraces these differences and believes they should be celebrated, as they can only enrich its community and the experience of the specialist training and community offered by the Conservatoire and its Member Schools.

## **The Standards of the Conservatoire Code of Behaviour**

All members of the Conservatoire Community are expected to adhere to this Conservatoire Code of Behaviour and are therefore asked to:

- a) Create and maintain the relationship of trust and confidence between you, your School community and the wider Conservatoire**
- b) Be a polite, courteous, and responsible citizen, look out for other members of the Conservatoire community and beyond – be an active bystander. Comply with instructions as required (including government instructions in the event of a pandemic or other crisis)**
- c) Show consideration and respect at all times towards others, irrespective of role, position or background**
- d) Create and maintain an inclusive and supportive learning environment and pastoral environment for all**
- e) Show empathy with others. Accept that others may not necessarily share your point of view, and be respectful of differences of opinion. Recognise that people do not all start from the same starting points, and that individuals may face very different challenges and obstacles**
- f) Take the time to get to know your peers, both in your School and across the Conservatoire, be supportive of them and those who work with you at all levels and seek to understand their point of view**
- g) Be aware of the need for reflection and independent study in taking responsibility for your own learning and development, and in order to see genuine progress**
- h) Adhere to local School Student and Staff Codes of Conduct**
- i) Understand and be familiar with the Conservatoire's definitions of unacceptable behaviours as defined in the Conservatoire Policy on Sexual Misconduct, Harassment and Related Behaviours and Conservatoire Non-Academic Misconduct Policy. These can both be found at: <http://www.cdd.ac.uk/policies/student-related-policies/>. It is just as important for staff as well as students to understand these definitions**

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### **Guidance on meeting our Standards:**

- Behave professionally at all times, whether physically on-site at your School or outside the Conservatoire;
- Be a kind, understanding and respectful individual, as a Conservatoire and School ambassador;
- Familiarise yourself with the Conservatoire's Inclusivity Policy and Protocols;
- Respect all others' race; religion; gender; sexual orientation; disability; age; social background;
- Be aware of how your thoughts, words and actions may be influenced by unconscious biases and established systems and structures, and the effect this has on others;
- Promote and support inclusivity by making the effort to keep yourself educated on social issues, and by being an Active Bystander;
- Work with patience and generosity of spirit, in order to create a positive learning environment for all;
- Be prepared to take on new ideas and to 'let go' of previously formed habitual patterns of behaviour (eg of thought, movement and practice);
- Be cognisant of the importance of learning to work both as an individual, and in collaboration as a member of a team;
- Recognise the value of approaching all classes and training opportunities with curiosity and an open mind;
- Be aware that dealing with new ideas can be confusing, and sometimes overwhelming, and recognise that this is a natural part of progressing;
- Work mindfully in relation to safe practice, and individual physical structure and learning styles;
- Seek to recognise your strengths and weaknesses and apply this knowledge in setting targets for improvement.
- Respect the property of the Conservatoire, its Member Schools, and other people;
- Create and maintain an environment in which misconduct and harassment is not tolerated, and where you protect individuals who experience it by safely calling it out, reporting it and/or supporting those individuals. Harassment can include bullying, insulting comments, offensive behaviour, jokes, threats and giving people unwanted attention;
- Comply with any safety requirements, including safety requirements allied to your programme of study, the School/Conservatoire environment and related activities;
- Act safely to ensure that you do not place yourself or any others at risk;
- If there is anything that you don't understand or are not sure about, ask a member of staff.

### **In addition to the above:**

#### **Students are expected to:**

- Read the School Student Handbook and Programme Handbook
- Know where to find your School's code(s) of conduct
- Ask a member of staff if there is anything that you don't understand

#### **Staff are expected to:**

- Read the Conservatoire / School Staff Handbook or relevant online area where the Staff Disciplinary and Grievance procedures are kept
- Ask a member of HR or your line manager if there is anything that you don't understand