



Staff Code of Professional Conduct

This document forms guidelines for conduct in Teacher/Learner, Agent/Client and Pastoral/Tenant relationships within Sharpe Academy.

Also included within this document:

- **Guidelines for Conduct in Teacher/Learner Relationships** (page 2)
- **Guidelines for Conduct in Agent/Client Relationships** (page 3)
- **Guidelines for Conduct in Pastoral/Tenant Relationships outside of college** (page 5)

Sharpe is committed to providing workers with a safe, supportive and positive work environment. We set our standards high and require all workers to adhere to the standards and behaviours ('obligations') set out in this Staff Code of Professional Conduct.

These obligations are grouped into four sections – **Professional Competence and Behaviour**, **Ethical Standards and Integrity**, **Representative of the Profession**, and **Stewardship**. They apply to all members of the Sharpe team whether in a Management, Teacher, Assistant, Agency, Pastoral or Administrative role. We take concerns regarding alleged breaches of the Code very seriously.

1. Professional Competence and Behaviour

- 1.1 Maintain professional knowledge and competence through continuing professional development, to ensure they provide a professional, up to date and insightful service.
- 1.2 Seek appropriate support if business needs require involvement in new areas of activity.
- 1.3 Accept responsibility for their own professional actions and decisions.
- 1.4 Apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders. Stakeholders may be team members, general public, students or their parents, Clients or Tenants.

2. Ethical Standards and Integrity

- 2.1 Establish, maintain and develop business relationships based on confidence, trust and respect.
- 2.2 Exhibit and role model professional and personal integrity and honesty at all times.
- 2.3 Demonstrate and promote sensitivity for the customs, practices, culture and personal beliefs of others.
- 2.4 Champion employment and business practices that promote equality of opportunity, diversity and inclusion and support human rights and dignity.
- 2.5 Safeguard all confidential, commercially sensitive and personal data acquired as a result of business relationships and not use it for personal advantage or detriment of third parties.

3. Representative of the Profession

- 3.1 Always act in a way which supports and upholds the reputation and values of the profession.
- 3.2 Uphold their responsibilities as professional people towards the wider community
- 3.3 Comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct, taking action as appropriate.
- 3.4 Exhibit personal leadership as a role model for maintaining the highest standards of ethical conduct.
- 3.5 Be mindful of the distinction between acting in a personal and professional capacity.

4. Stewardship

- 4.1 Demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence.
- 4.2 Challenge others if they suspect unlawful or unethical conduct or behaviour, taking action as appropriate.
- 4.3 Ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others.
- 4.4 Promote appropriate people management and development practices to influence and enable the achievement of business objectives.
- 4.5 Ensure those working for them have the appropriate level of competence, supervision and support.

Guidelines for Conduct in Teacher/Learner Relationships

1. Statement of Philosophy

Sharpe Academy is committed to fostering an environment that promotes professional success in learners and teachers at all levels. The achievement of such success is dependent on an environment free of behaviours which can undermine the important missions of our Academy. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although both teachers and learners bear significant responsibility in creating and maintaining this atmosphere, teachers also bear particular responsibility with respect to their evaluative roles relative to student work and with respect to modelling appropriate professional behaviours. Teachers must be ever mindful of this responsibility in their interactions with their colleagues and those whose education has been entrusted to them.

2. Responsibilities in the Teacher/Learner Relationship

2.1 Responsibilities of teachers

- Treat all learners with respect and fairness.
- Treat all learners equally regardless of age, gender, gender identity, race, ethnicity, national origin, religion, disability, or sexual orientation.
- Provide current materials in an effective format for learning.
- Be on time for all classes, rehearsals and productions.
- Provide timely feedback with constructive suggestions and opportunities for improvement.

2.2 Responsibilities of learners

- Treat all fellow learners and teachers with respect and fairness.
- Treat all fellow learners and teachers equally regardless of age, gender, gender identity, race, ethnicity, national origin, religion, disability, or sexual orientation.
- Commit the time and energy to your studies necessary to achieve the goals and objectives.
- Be on time for all classes, rehearsals and productions.
- Communicate concerns/suggestions about the curriculum, teachers, or the learning environment in a respectful, professional manner.

3. Behaviours Inappropriate to the Teacher-Learner Relationship

These behaviours are those which demonstrate disrespect for others or lack of professionalism in interpersonal conduct. Although there is inevitably a subjective element in the witnessing or experiencing of such behaviours, certain actions are clearly inappropriate and will not be tolerated by the institution. These include, but are not limited to, the following:

- unwanted physical contact (e.g. hitting, slapping, kicking, pushing) or the threat of the same;
- sexual harassment (including romantic relationships between teachers and learners in which the teacher has authority over the learner's academic progress) or harassment based on age, gender, gender identity, race, ethnicity, national origin, religion, disability or sexual orientation;
- loss of personal civility including shouting, personal attacks or insults, displays of temper (such as throwing objects);

- discrimination of any form including in teaching and assessment based upon age, gender, gender identity, race, ethnicity, national origin, religion, disability, or sexual orientation;
- requests for others to perform inappropriate personal errands unrelated to the class, rehearsal or production.
- grading/evaluation on factors unrelated to performance, effort, or level of achievement.

4. Avenues for Addressing Inappropriate Behaviour in the Teacher/Learner Context

4.1 Learners' Concerns

Learners may address situations in which they feel that they have been the object of inappropriate behaviour at various levels. At the most basic level, the most effective way to handle a situation may be to address it immediately and non-confrontationally. Oftentimes, a person is simply unaware that his/her behaviour has offended someone, or even if aware, will correct the behaviour appropriately if given the opportunity to do so in a way that is not threatening. The way to raise such an issue is to describe the behaviour factually ("When you said..."), describe how the behaviour made you feel ("I felt..."), and state that the behaviour needs to stop or not be repeated ("Please, don't do that again.")

Sometimes, such a request is not successful, or the person repeats the behaviour, or the learner does not feel comfortable speaking directly to the teacher about his/her behaviour. In those cases, it may be helpful to discuss the behaviour with course directors or department heads. These individuals may offer additional suggestions for resolving the matter informally, such as, for example, speaking to the individual on the learner's behalf or on behalf of an entire class, raising the general issue in a faculty meeting, assisting the learner with writing to the individual teacher or even direct intervention to get the behaviour to stop.

If no satisfactory resolution is reached after these discussions or the learner does not feel comfortable speaking to these individuals, he/she may bring the matter formally to the attention of the Principal or the Managing Director of Sharpe Academy.

4.2 Teachers' Concerns

If a teacher feels that a learner has engaged in inappropriate behaviour, it is likewise most effective to address the situation immediately and non-confrontationally. If the matter is not resolved satisfactorily, the teacher should contact the Principal or the Managing Director to discuss the matter further. At this point the teacher should make clear whether they wish to make a formal complaint.

4.3 Formal Complaints

All formal complaints will be dealt with following the Sharpe Academy Complaints procedure. A copy of this can be found on our website – SharpeAcademy.co.uk

Guidelines for Conduct in Agent/Client Relationships

1. Statement of Philosophy

Agent Sharpe is committed to fostering an environment that promotes professional success in clients and fellow industry professionals at all levels. The achievement of such success is dependent on an environment free of behaviours which can undermine the important missions of our Agency. An atmosphere of mutual respect, collegiality, fairness and trust is essential. Both agents and clients bear responsibility in creating and maintaining this atmosphere with professional behaviours. All clients on the books at Agent Sharpe are 18 years old or over. All students of Sharpe Academy who leave college in order to perform professionally will follow this conduct as a client and not the conduct of the teacher/learner.

2. Responsibilities in the Agent/Client Relationship

2.1 Responsibilities of agents

- a) Treat all clients with respect and fairness.
- b) Treat all clients equally regardless of age, gender, gender identity, race, ethnicity, national origin, religion, disability, or sexual orientation.
- c) Provide audition materials in an effective format for learning.
- d) Submit clients for appropriate work positions where clients have the required skill in order to meet the casting brief.
- e) Provide feedback where possible to clients on CV, Showreels and Auditions should Casting Directors pass on any feedback.
- f) Where possible and if in the UK, attend at least one performance when the client is in work obtained by the agent and at the end of that performance, where possible and providing clients are over the age of 18, meet up with the client to either

celebrate and feedback their performance or discuss future performance possibilities. It is noted due to the times of performances this may be a late meeting out of office hours. This meeting will mostly likely take place in a local public house or inside the theatre or performance space.

- g) When the client is out of work provide a variety of options to either meet up in person or zoom to discuss auditions, feedback and future performance opportunities. In person meetings when a performer is out of work should take place during the working day in either the Sharpe office, a hired studio, coffee shop, restaurant, public house or outdoor space.

2.2 Responsibilities of clients

- a) Treat all fellow clients, agents and industry professionals with respect and fairness.
- b) Treat all fellow clients, agents and industry professionals equally regardless of age, gender, gender identity, race, ethnicity, national origin, religion, disability, or sexual orientation.
- c) Commit the time and energy to the professional development necessary to achieve the goals and objectives. This may involve taking class, making showreels or attending auditions.
- d) Be on time for all classes, auditions, rehearsals and productions.
- e) Communicate concerns/suggestions about the production company, agency or the industry environment in a respectful, professional manner.
- f) Inform the agent of any performances and should the agent attend make themselves available at the end of the performance to meet in person. This meeting will mostly likely take place in a local public house or inside the theatre or performance space.
- g) Remain in contact with the agent and arrange either a meet up in person or zoom on a regular basis to discuss auditions, feedback and future work opportunities. This meeting will most likely take place in the Sharpe office, a hired studio, coffee shop, restaurant, public house or outdoor space.

3. Behaviours Inappropriate to the Agent-Client Relationship

These behaviours are those which demonstrate disrespect for others or lack of professionalism in interpersonal conduct. Although there is inevitably a subjective element in the witnessing or experiencing of such behaviours, certain actions are clearly inappropriate and will not be tolerated by the agency. These include, but are not limited to, the following:

- unwanted physical contact (e.g. hitting, slapping, kicking, pushing) or the threat of the same;
- sexual harassment or harassment based on age, gender, gender identity, race, ethnicity, national origin, religion, disability or sexual orientation;
- loss of personal civility including shouting, personal attacks or insults, displays of temper (such as throwing objects);
- discrimination of any form including in casting and feedback based upon age, gender, gender identity, race, ethnicity, national origin, religion, disability, or sexual orientation;
- requests for others to perform inappropriate personal errands unrelated to the agency, rehearsal or production.

4. Gifts

It is standard industry practice for agents to buy clients, on special performance opening nights, a gift and/or a card to offer their congratulations. This should be seen as totally acceptable.

5. Avenues for Addressing Inappropriate Behaviour in the Agent-Client Context

5.1 Clients' Concerns

Clients may address situations in which they feel that they have been the object of inappropriate behaviour at various levels. At the most basic level, the most effective way to handle a situation may be to address it immediately and non-confrontationally. Oftentimes, a person is simply unaware that his/her behaviour has offended someone, or even if aware, will correct the behaviour appropriately if given the opportunity to do so in a way that is not threatening.

The way to raise such an issue is to describe the behaviour factually ("When you said..."), describe how the behaviour made you feel ("I felt ..."), and state that the behaviour needs to stop or not be repeated ("Please, don't do that again.")

Sometimes, such a request is not successful, or the person repeats the behaviour, or the client does not feel comfortable speaking directly to the agent about his/her behaviour. In those cases, it may be helpful to discuss the behaviour with the Managing Director, Nick Jackson. Additional suggestions may be offered for resolving the matter informally, such as, for example, speaking to the agent on the client's behalf; meeting, assisting the client with writing to the individual agent or industry professional; or even direct intervention to get the behaviour to stop.

5.2 Agents' Concerns

If an agent feels that a client has engaged in inappropriate behaviour, it is likewise most effective to address the situation immediately and non-confrontationally. If the matter is not resolved satisfactorily, the agent should contact the Managing Director to discuss the matter further. At this point the agent should make clear whether they wish to make a formal complaint.

5.3 Formal Complaints

All Agent Sharpe formal complaints will be dealt with following the Sharpe Academy Complaints procedure. A copy of this can be found on our website – SharpeAcademy.co.uk

Guidelines for Conduct in Pastoral/Tenant Relationships outside of college

1. Statement of Philosophy

Sharpe Academy is committed to creating a safe and secure environment for our students. Some students may move away from home and live in one of our student houses. During this time additional pastoral care for tenants may be required in order to assist with everyday household aspects of living and to make sure mental and physical wellbeing is maintained.

2. Accommodation Assistance

Students may require assistance with:

- General maintenance and upkeep of the property (communal areas, private bedrooms and en-suite bathrooms).
- Use of electrical equipment such as washing machine, microwave, oven, showers, smoke alarms, etc.
- Garden/household Waste and Recycling.
- Personal Budgeting and assistance with paying bills.
- Time and/or travel management.
- Job applications, interviews and working in a part-time paid position in the local area.
- Finding local places, transport hubs, supermarkets, gyms, hairdressers and takeaways.

3. Mental and Physical Wellbeing

- Students may require assistance with:
- Finding a local Doctor, Dentist, Optician, Physiotherapist or Other Professional.
- Talking with a pastoral care team member at Sharpe, being provided with National Helplines or help in arranging a Doctors appointment to talk to somebody outside of Sharpe about any issues they may be facing.
- Transport to and from Hospital for routine appointments and emergencies.
- Assistance with reminders to take any prescribed medicines or book follow up appointments.
- A safe space when college is open to spend some time away from the house.
- Assistance with remaining hydrated and eating well.

4. The Loft (the Accommodation)

The Loft is a registered HMO (House in Multiple Occupation) property. The property is fully compliant with HMO rules as set out by the local borough council (Harrow) and includes Fire Doors, an Integrated Fire Alarm System, Carbon Monoxide Detector, Fire safety materials and furniture. The property has 6 en suite bedrooms and is licensed for 6 tenants. All tenants living in The Loft along with all pastoral team members who visit The Loft are Enhanced DBS checked.

5. Responsibility of Pastoral Team Members Pastoral team members should:

- Be aware of their own conduct and ensure that their professional practice is clear and unambiguous.
- Must never use physical punishment or restrain a tenant, unless they are in danger of hurting themselves or somebody else.
- Should ensure that they deal with tenants in an open and transparent way by treating tenants respectfully and fairly irrespective of culture, disability, gender, language, racial origin, religious belief and sexual orientation.

- Never take the place of a parent in providing physical comfort and should try to avoid physical contact with students as even when well intentioned, this contact may be misconstrued by the student, an observer or any person to whom this action is described. Professional judgement should always be used.
- Remember that where a tenant is upset or distressed (for example due to homesickness) remember that sympathy and help can be given using kind words. Also, sitting with the student and listening to them until they feel better can also be of great comfort.

6. Accommodation excursions

During the time a tenant is resident in The Loft, out of college excursions may be arranged. The main excursion, due to students studying Musical Theatre, is usually a trip to the theatre to see a Musical. Other excursions may include bowling, cinema, laser quest, restaurants or shopping centres. Tenants are expected to pay for their own travel, tickets and food.

7. CCTV

In order to provide security for students residing in The Loft, a CCTV camera is positioned outside the front door. Please see our CCTV Data Protection Impact Assessment on our website – SharpeAcademy.co.uk.

8. Contact Information

Sharpe Academy provide a direct mobile number for tenants who reside at The Loft, should they need to get in touch with us in an emergency. One of our team is permanently on call whilst tenants are in residence.