

RAaW London Behaviour Policy

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1. Introduction

1.1. At RAaW London, our values underpin our expectations of all aspects of the behaviour of young people and adults. We have the highest expectations of behaviour from everyone in the company, so that we can create a calm, safe and supportive environment.

1.2. All members of the company are expected to adhere the highest standards of behaviour at work and in training in order to act as role models for students and to create a safe and welcoming environment for each other.

1.3. All staff and visitors are expected to adhere to our Safeguarding Policy.

1.4. The Behaviour Policy is central to the promotion of the moral, social and cultural development of all our students. It promotes an environment in which children are taught to behave well, and which is designed to empower students to develop the skills and attributes they need to realise their own potential and to contribute to the society in which they live.

1.5. This policy supports the company to be as inclusive as possible while supporting the education and safety of all students.

2. Principles of the policy

2.1. Excellent behaviour is expected from students so that they can access the best possible education.

2.2. Every student is valued and expected to be able to meet RAaW London's behaviour expectations.

2.3. Staff members are professionals who have the authority to exercise their professional judgment in support of promoting and maintaining excellent student behaviour. We work as a team to support the best possible outcomes for the students.

- 2.4. We are an inclusive company which treats young people as individuals. We have the same high expectations and standards for all but recognise that we may apply these standards and expectations differently in different situations and circumstances.
- 2.5. Inclusion means considering the needs of all students collectively, as well as the needs of individuals.
- 2.6. In investigating incidents, we will listen to students' points of view, allowing them to explore issues in their own words. Questions will encourage students to reflect on their own behaviour and the impact it may have had on others. Investigations will be conducted in a calm, process-led and objective manner, and without any sense of a predetermined outcome.
- 2.7. Every incident of misbehaviour is seen as an opportunity for learning and reflection. In almost every case, students are to be given the chance to reflect on their mistakes and the chance to put things right. The purpose of any sanction is to correct, and to keep others safe more than to punish.
- 2.8. Staff will take a proactive approach to preventing incidents of poor behaviour by building positive and effective relationships with all young people they encounter within the company.
- 2.9. Incidents should be resolved, wherever possible, at source, to enable the student to face up to the impact of their actions and empower staff to manage behaviour effectively.
- 2.10. We focus on the certainty of a follow up or sanction for misbehaviour, rather than the size of the sanction.
- 2.11. Where possible, we focus on a child's behaviour for learning, and its impact on their progress, rather than their 'behaviour' in isolation.
- 2.13. Persistently poor behaviour, including low-level disruption, and/or failure to engage with the company's attempts to support students to improve their behaviour, will be treated with the same seriousness as single very serious incidents.
- 2.14. Decisions on disciplinary issues will be made on the balance of probabilities, having reviewed the evidence available.
- 2.15. RAaW London reserves the right to remove students from the learning environment if behaviour does not improve after intervention. This decision will not be made lightly and cannot be made by a single member of staff.

3. Purpose and aims of the policy

- 3.1. To promote excellent standards of behaviour, self-discipline and respect, and to promote safety and wellbeing throughout our community.
- 3.2. To support staff in upholding the highest possible standards of conduct and behaviour for learning.
- 3.3. To prevent bullying.
- 3.4. To regulate the conduct of students.
- 3.5. To prevent students from being at risk from extremism and to act against extremist behaviour by students.
- 3.6. To promote excellent attendance and punctuality.
- 3.7. To express the values which underpin our approach to managing behaviour and to promote skills which will be valuable to young people in later life.
- 3.8. To record our expectations for all staff and students in terms of upholding the highest standards of behaviour.
- 3.9. To outline the systems that promote and value good behaviour.
- 3.10. To outline the consequences of behaviour that does not meet the company's expectations.
- 3.11. To explain the support available for individual students where needed.
- 3.12. The policy extends to all members of the company.

4. When this policy applies

- 4.1. This policy applies to all RAaW students from the Junior group through to the Graduates course.
- 4.2. This policy applies to behaviour for learning in formal situations, such as lessons, as well as informal situations outside of these, including moving from lesson to lesson around the building, break times, and before and after classes take place.
- 4.3. This policy can include times when students are off site, and times outside of usual training hours including any bad behaviour when the young person is taking part in any company-organised or company-related activity, such as filming, workshops, or theatre performances.
- 4.6. The policy applies to behaviour online, in or outside of training time.
- 4.7. It applies also to misbehaviour at any time, whether the conditions above apply, that could have repercussions for the orderly running of the company or poses a threat to another student or member of the public or could adversely affect the reputation of the company.
- 4.8. This policy applies to behaviour outside of the company that may bring the company into disrepute or endanger the safety and wellbeing of others.

5. Parents, carers and families, and the team around each child

- 5.1. The company will seek to involve parents, carers and families where necessary in helping to support excellent behaviour for learning.
- 5.2. The company expects families to support the company in enforcing its Behaviour Policy and sanctions, including by attending meetings when requested.

6. Meeting every student's needs

- 6.1. RAaW London is an inclusive company. Our values underpin an expectation that all students have the potential to behave well and play a positive role in our community.
- 6.2. Where students have special educational needs or disabilities that may at times affect behaviour, in applying this policy, we seek to balance our duties under the Equalities Act (2010), and the Children and Families Act (2014) to take such steps as is reasonable to avoid substantial disadvantage caused by the company's policies or practice, using 'best endeavours' to meet the needs of those with SEND.
- 6.3. The company understands that disruptive behaviour can be an indication of unmet needs. Unmet needs are not an excuse for poor behaviour but can be a contributing cause. Poor behaviour can occur when student needs are being considered and met appropriately.
- 6.4. When applying the behaviour policy in all cases, we will seek to balance the needs of the student with those of the rest of the company community, making decisions on suspensions and exclusions which are rational, reasonable, fair and proportionate.

7. General Rules

- 7.1. Our general rules fit into three categories: To Learn and Achieve, A Safe and Purposeful Environment and Respect.
- 7.2. These rules are communicated in detail in this policy, and through the way we operate in each class. The specific application of the rules in any given situation is at the discretion of staff.
- 7.3. Students are expected to abide by the expectations laid out throughout the company.

7.4. In the following sections, these categories are set out in more detail, giving specific guidance to staff and students about what the expectations are for students and how we establish a positive learning culture in our company.

7.5. To Learn and Achieve, students must:

7.5.1. follow staff instructions.

7.5.2. arrive on time every week (aiming for 100% attendance).

7.5.3. bring the required props and costumes when necessary.

7.5.4. avoid any form of low-level disruption in class, including talking when instructions or direction is being given or distracting other students.

7.5.5. Always try their hardest, showing resilience and trying to develop stamina to complete tasks throughout the day to the best of their ability.

7.6. To contribute to a Safe and Purposeful Environment, students must:

7.6.1. follow staff instructions.

7.6.2. place litter in bins.

7.6.3. care for the building environment by cleaning up after themselves, putting chairs and props away.

7.6.4. include others in discussions, especially if they are new or appear to be struggling.

7.6.5. actively help clean up at the end of the session/after shows.

7.6.6. actively support anyone who looks as though they are distressed and avoid being a ‘bystander.’

7.6.7. report bullying.

7.6.8. report any behaviour which could harm any member of the company or bring it into disrepute.

7.7. To support RAaW’s culture of and respect, students must:

7.7.1. use language which is inclusive of the whole community and is kind and which avoids upsetting others.

7.7.2. be mindful of the principle of consent in all physical touching, including the touching of hair.

7.7.3. embody our inclusive ethos in their treatment of all other students, especially those who appear to be, or who are thought to be, different from others.

7.7.4. avoid discussing other students or members of staff in a negative context.

7.7.5. observe the highest standards of conduct regarding equalities, including for race, gender, disability and sexual orientation; this includes in language used, and how we treat all members of the community.

7.7.6. show respect to everyone with regard to their physical or sexual self, including promoting a culture where sexual harassment and online sexual abuse are not tolerated.

7.7.7. promote a welcoming, kind and tolerant community for all students, staff, families and visitors, and work together to eliminate discrimination of any kind.

7.8. RAaW London reserves the right to deem whether student behaviour meets the company’s expectations, as outlined in this policy. As a general guide, students must not:

7.8.1. behave in ways which might put at risk or harm the wellbeing, health or safety of themselves or others.

7.8.2. disrespect others.

7.8.3. use offensive language towards staff or other students.

7.8.4. disrupt the learning of others.

- 7.8.5. prevent the teacher from teaching or other adults in the company from carrying out their work.
- 7.8.6. abuse, bully or harass others (including online/by mobile phone and including unwanted physical touching or sexual behaviour of any kind).
- 7.8.7. engage in inappropriate physical touching.
- 7.8.8. fight, or in any way harm others physically or emotionally ('peer on peer abuse').
- 7.8.9. use rude or offensive body language, gestures, or language which is derogatory or defamatory, including using sexist, racist, homophobic or transphobic language.
- 7.8.10. bring the company into disrepute or damage its reputation in any way.
- 7.8.11. spoil, damage or destroy any part of the building/learning environment.
- 7.8.12. steal.
- 7.8.13. compromise the security of the site in any way.
- 7.8.14. refuse to follow reasonable staff instructions.
- 7.8.15. behave in any way which may compromise the company's systems to support students' safety, wellbeing, learning and achievement.

8. Systems to manage behaviour

Sometimes a student's behaviour will be unacceptable. In this case, the student will need to understand that there are consequences for their behaviour, often involving reasonable and proportionate sanctions. Staff will use a range of strategies and their professional judgement to manage and enforce the company's behaviour expectations and will adapt their approach according to the situation they are handling. They will respond predictably, promptly and assertively in accordance with this policy. Staff have a shared responsibility for managing behaviour and will work together to support the maintenance of high standards.

Coaches will challenge poor behaviour, issuing a warning where necessary. When a behaviour has breached a company rule the staff member will correct this behaviour and where possible explain the rule to the student. This can be done on-site or via a phone call, depending on the situation. If the problem persists, other members of staff may be consulted, and parents/carers will be contacted.

9. Exclusions

- 9.1. RAaW is a private organisation and therefore reserves the right to ask company members to leave for any serious or repeated breach of this policy.
- 9.2. Parents/carers will be contacted as soon as possible after the decision is made.
- 9.3. The company will make the decision on the balance of probability using all the evidence available at the time.
- 9.4. Examples of serious poor behaviour which could result in permanent exclusion:
 - 9.4.1. Persistent failure over time to meet the company's behaviour expectations including persistent disruptions.
 - 9.4.2. Persistent or serious bullying or harassment of students or staff, including fighting, malicious allegations or bullying online.
 - 9.4.3. Persistent or very serious verbal abuse or use of offensive language to staff or students.
 - 9.4.4. If three or more weeks are missed.
 - 9.4.5. Serious physical abuse of others.
 - 9.4.6. Persistently or very seriously bringing the company into disrepute.

- 9.4.7. Persistently or very seriously endangering the wellbeing, health and safety of others.
- 9.4.8. Serious damage to the site, or property, or someone else's property on site.
- 9.4.9. Setting fire or arson.
- 9.4.10. Persistently or very seriously compromising the safety of the site.
- 9.4.11. Serious incidents of harmful sexual behaviour towards others.
- 9.4.12. Other major incidents involving very serious misbehaviour.

N.B. This is not an exhaustive list. Sanctions for individual misdemeanours will be levied by the staff in line with the company's behaviour expectations.

9.5. Investigations:

- 9.5.1. When an incident occurs, an investigation takes place in a timely manner. This investigation includes collecting statements from witnesses and may include gathering information in other forms such as CCTV footage.
- 9.5.2. Any staff member can lead the investigation.
- 9.5.3. Parents should be notified of any serious issues as soon as possible, and kept informed of the outcome of any investigation, even if no further action is to be taken.
- 9.5.4. Decisions will be made based on the evidence available at the time.

10. Roles and Responsibilities

10.1. Responsibilities of the Company Director

- 10.1.1. The Director will take a lead in establishing a culture of appropriate behaviour throughout the company.
- 10.1.2. The Director is responsible for ensuring that the company has a Behaviour Policy that is regularly reviewed, appropriately communicated, and consistently applied, and will report on its effectiveness.
- 10.1.3. The Director will ensure the policy contains measures which aim to promote a culture of good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work, and which regulate the conduct of students.
- 10.1.4. The Director will monitor behaviour outcomes (including incidents of bullying and exclusion) for different groups including by gender, disadvantage and ethnicity and act if there is a cause for concern.

10.2. Responsibilities of Operations and Production Manager

- 10.2.1. To be a strong, visible presence throughout the company, including being on duty as required at key moments throughout the day.
- 10.2.2. To ensure that this policy is followed in practice, including that sanctions are applied appropriately in the case of serious incidents, and that the appropriate systems, processes, training and guidance are in place to facilitate this.
- 10.2.3. To use data to identify areas that require improvement and take action where necessary.
- 10.2.4. To ensure there is appropriate supervision across the site.
- 10.2.5. To keep records of behaviour incidents and outcomes.
- 10.2.6. Where appropriate support colleagues in brokering successful restorative conversations.
- 10.2.7. To oversee procedures around exclusions.

10.2.8. Act promptly to report and/or investigate unexplained absence and to encourage good punctuality.

10.2.9. Follow up punctuality and attendance issues by liaising with students.

10.2.10. Where appropriate, support colleagues with parental meetings.

10.2.11. Act on every report of a bullying incident in a swift and effective manner.

10.3. Responsibilities of Teachers/Coaches

10.3.1. Teachers should plan and teach lessons in accordance with relevant policies.

10.3.2. They should help maintain a safe and purposeful environment.

10.3.3. Apply consistently all behaviour expectations outlined in this policy.

10.3.4 Follow up promptly on incidents of poor behaviour.

10.3.5. Challenge poor behaviour and provide students with a clear warning that a behaviour is not appropriate.

10.3.5. Coaches are alert to early signs of bullying and take effective action.

10.4. Responsibilities of Students

10.4.1. All students will be expected to sign an Actor's Agreement when they join the company, and each year they remain a member of the company.

10.4.2. All students are expected to abide by RAaW London's Behaviour Policy.

10.4.3. All students must comply with the sanctions the company applies when their behaviour fails to meet RAaW London's behaviour expectations.

10.5. Responsibilities of parents/carers

10.5.1. All parents/carers will be expected to sign an Actor's Agreement when they join the company, and each year they remain a member of the company.

10.5.2. Parents/carers are expected to have high expectations of their child's learning, behaviour, attendance and punctuality and support them in achieving these expectations.

10.5.3. Parents/carers are expected to support the company's policies and systems.

10.5.4. Parents/carers are expected to inform the company promptly of any circumstances that might affect their child's attendance, behaviour, wellbeing or learning.

10.5.5. Parents/carers are expected to take proper notice of the company's communications concerning their child's behaviour, attendance, punctuality, learning and progress. They are expected to work in partnership with the company including attending meetings to help their child.

10.5.6. Parents/carers have an entitlement to be informed about and question the company's decisions regarding their child's behaviour. However, we expect parents/carers to accept and support the company's decisions.

11. Bullying

11.1. Our ethos is one of inclusion and equality and we want to make sure that all students and staff feel safe and accepted in the RAaW London community. Bullying can have a very harmful effect on wellbeing and achievement. Bullying of any kind is regarded as a serious breach of this policy and will not be tolerated.

11.2. Definitions of bullying

11.2.1. RAaW London subscribes to the definition used by the DfE in the guidance “Preventing and Tackling Bullying” (July 2013): “bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally”.

11.2.2. This means that for behaviour to be described as bullying, it has to be:

- deliberately hurtful.
- repeated often over a period of time, and,
- difficult for those being bullied to defend themselves.

11.2.3. Bullying can be:

- direct physical bullying
- direct verbal bullying
- indirect bullying (also known as social bullying)
- cyberbullying

11.2.4. People can be bullied because they are different or are perceived to be different and it is often motivated by prejudice against particular groups or because of characteristics or features about which the person under attack can do nothing.

11.2.5. Bullying is often motivated by prejudice against particular groups e.g. on the grounds of:

- | | |
|-----------------------------|--|
| • race, religion or culture | • appearance and size |
| • young carer | • ability and attainment |
| • looked after children | • (perceived) sexual orientation |
| • social background | • special educational needs & disabilities |
| • gender | |

11.2.6. Some key terms:

- Racist bullying (bullying based on a person’s race).
- Sexist or sexual bullying (bullying based on a person’s gender).
- Homophobic bullying (bullying based on a dislike or fear of someone who is or is perceived to be lesbian, gay or bisexual).

11.2.7. Transphobic bullying (bullying based on a dislike or fear of someone who is or is perceived to have changed their gender from male to female or female to male or someone who is difficult to categorise as female or male)

11.2.8. Our definition of bullying does not include conflict and/or friendship problems between young people or one-off incidents. These problems will still be taken seriously and dealt with immediately to prevent them developing into bullying behaviour.

11.2.9. Bullying can also happen between adults and children and between adults. We believe that all forms of prejudice and prejudice-based behaviour and bullying are unacceptable and should be dealt with seriously.

11.3. All allegations of bullying and harassment are treated seriously, acted on promptly, sensitively and effectively. Targets of bullying and harassment will be supported as appropriate.

11.4. We are committed to eliminating discrimination, harassment and victimisation through addressing prejudice and prejudice-based bullying.

11.5. Criminal law

Bullying in itself is not a specific criminal offence. However some types of harassing, threatening behaviour or communications, could be a criminal offence, for example under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information

which is false and known or believed to be false by the sender, and, if staff feel that an offence may have been committed, they will seek assistance from the police.

11.6. Acting on bullying

If bullying occurs, we will:

11.6.1. Carry out an investigation, including talking to the children involved (and any witnesses) separately to find out what has been happening and why.

11.6.2. Explain to the young person who is bullying why their behaviour is wrong and try to help them to see this for themselves. Be clear that bullying is not tolerated within the company.

11.6.3. Expect the young person who is bullying to apologise for their actions and to agree to stop their behaviour.

11.6.4. Tell the parents/carers involved and keep them informed of how the incident is being dealt with and whether the bullying has stopped.

11.6.5. Use restorative approaches which hold the young person who is bullying accountable for their actions.

11.6.5. Continue to monitor the situation and intervene if the bullying appears to be carrying on or to have started again.

11.6.6. Record all incidents of bullying and prejudice-based language, including race, disability, religion, ethnicity, gender, SEN, homophobic/transphobic, appearance and other types of bullying and describe how they have been investigated and dealt with.

11.6.7. Address with other young people who may have been bystanders, observing or supporting the bullying behaviour, how they could intervene to stop bullying behaviour in future.

12. Harmful sexual behaviour

12.1. The definition of harmful sexual behaviour is laid out in the 2022 guidance from Camden Safeguarding Children Partnership. Sexually harmful behaviour in children and young people: multi-agency guidance and protocol.

12.2. All staff must be able to recognise and respond appropriately to incidents of harmful sexual behaviour and make appropriate referrals. In every case, this will include a referral to the Operations and Production Manager.

12.3. Staff should also be aware of online and technology-assisted harmful sexual behaviour which can involve a range of inappropriate to abusive behaviours such as creating or sending indecent images and sexual harassment and abuse via social media sites.

12.4. The company safeguarding team will respond in accordance with the safeguarding policy in the cases of perpetrators and any victims of harmful sexual behaviour.

12.5. Harmful sexual behaviour, including peer on peer abuse, is considered a very serious breach of behaviour expectations. This can include, but is not restricted to:

12.5.1. Inappropriate touching, including bottom slapping or pulling of clothing.

12.5.2. Inappropriate use of images, including fabricated images, on papers or on social media.

12.6. Where harmful sexual behaviour meets the relevant threshold, perpetrators will be managed and supported through appropriate referrals, where necessary to the police and/or social care.

12.7. When responding to an incident of harmful sexual behaviour, the company should carry out a risk assessment to look at what level of harm the child poses to any victim and other students and take appropriate action to reduce this risk. The needs of any victim should be considered, particularly with regard to sharing classes with the perpetrator. Due to the layout of the company, this may lead to exclusion of the perpetrator.

12.8. In incidents of harmful sexual behaviour, the company reserves the right to permanent exclusion.

13. Drugs

13.1. The company will not tolerate drug use of any sort on-site or during company activities such as filming, or theatre shows.

13.2. The definition of drugs used in this policy is the definition given by the United Nations Office on Drugs and Crime: “A substance people take to change the way they feel, think or behave”.

13.3. Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these on-site. If they need medication, they can go to the Operations and Production Manager.

13.4. We are aware that it may be necessary for some pupils to take medication during the day. Parents should make the company aware of this in writing as soon as their child starts taking the medication, and work with the company to ensure its proper management.

13.5. We operate in a smoke-free building. Staff, parents/carers, students, contractors and visitors must leave the site to smoke.

13.6. A drug-related incident includes any incidents involving any drug that is unauthorised and therefore not permitted within the company boundaries. Drug-related incidents can include emergencies, observations and discovery, disclosure, suspicion and rumour. This could include:

- sharing or dealing an item not permitted on-site.
- being intoxicated on company premises.
- misusing another student’s asthma inhaler.
- sharing prescribed or non-prescribed medicines.
- disclosure about own drug use or concern about a family member’s drug use.
- possessing alcohol, drugs or drug paraphernalia, e.g. cigarette papers, tobacco, grinders.
- a parent/carer collecting their child whilst drunk.

13.7. RAaW London will consider each incident individually and will employ a range of responses to deal with each incident. Any response will balance the needs of the individual with those of the wider community and will aim to provide students with the opportunity to learn from their mistakes and develop as individuals.

13.8. In the event of a medical emergency when a student is unconscious as a result of drugs use, staff with first aid qualifications should be called immediately but the person should not be left alone. The person will be placed in the recovery position and an ambulance called. Parents/carers will be informed and called to the site. An investigation into the incident will be started including finding out whether a substance has been taken and evidence gathered.

13.9. If ever a student is under the influence of a drug, they will be removed from the classroom to be monitored. Further medical assistance may be sought if necessary. Parents/carers will be informed and called to the site as soon as is practicable.

14. Malicious allegations against staff

14.1. All allegations against staff are taken seriously and, following a student disclosure or staff discovery, should be reported to the Company Director.

14.2. A malicious allegation against staff by a student is when the allegation is found to be untrue and held to have been made by the student in the knowledge that it was untrue, with the purpose of causing offence or denigrating the staff member.

14.3. Malicious allegations may be made in online, or in handwriting, through images and graffiti, or through the spoken word.

14.4. In incidents relating to malicious allegations against staff, RAaW London reserves the right to issue sanctions up to and including permanent exclusion.

15. Weapons

15.1. Carrying a weapon is illegal, and carrying or harbouring one on-site is serious breach of this policy.

15.2. In incidents involving weapons of any kind, RAaW London reserves the right to issue sanctions up to and including permanent exclusion.

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