



# **Tangled Feet Code of Conduct**

Date created: November 2020  
Person responsible: Nathan Curry  
Trustee responsible: Adeyinka Akinrinade  
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## **1) Respect at Work**

1. Everyone is responsible for creating and maintaining an inclusive workplace that is positive and supportive
2. We will respect each other's dignity, regardless of our role
3. We recognise that harassment may be unlawful under the Equality Act 2010
4. Those of us who have a role in Health and Safety, accept our responsibilities under the Health and Safety at Work Act 1974
5. We do not tolerate bullying and harassment, including sexual harassment, and will ensure that processes are in place for the reporting and investigation of these serious issues
6. We recognise that bullying and harassment can have significant adverse impacts on the productivity, long-term health and well-being of affected people and we will work to eradicate it. This will mean providing adequate protection for complainants and victims, and, where bullying or harassment is found to have occurred, taking appropriate action against bullies or harassers
7. We value inclusivity, appreciate difference, welcome learning from others, and consider people equal without prejudice or favour. We build relationships based on mutual respect. We will all work to give and receive feedback in a constructive way, with an openness to change and an awareness that our behaviour can affect others unintentionally. We know this will improve creativity and productivity



8. We understand that reporting bullying or harassment can be intimidating. We will respect confidentiality where possible and aim to make the process of reporting clear and straightforward. If anyone comes forward to report behaviour which might amount to bullying or harassment, we will endeavour to investigate objectively. Individuals who have made complaints of bullying and harassment or participate in good faith in any investigation should not suffer any form of reprisal or victimisation as a result

### **Our Commitment**

**We are committed to creating a safe and supportive work environment, free of discrimination, harassment (including sexual harassment) and bullying.**

### **We sign up to the Equity Safe Spaces statement**

<https://www.equity.org.uk/getting-involved/campaigns/safe-spaces/>

Everyone is treated with dignity and respect. When you work with Tangled Feet we want you to feel confident, valued and proud to be a part of what we do.

While we recognise that the nature of performance can be to examine topics that are controversial, complex and even provocative, those who work here have the right to be supported and protected from discrimination, whatever their part in the facilitation of our programme. Artistic freedom of expression is essential but creative, technical and administrative spaces must be safe spaces.

### **Who?**

This policy covers discrimination, harassment and bullying both of and by members of staff, artists, freelancers and anyone else engaged to working for Tangled Feet. It is communicated clearly to everyone who works for the company. It also aims to empower you in knowing what behaviour not to tolerate in your professional interactions with audience members and other members of the public.

If the harasser or bully is a third party we will consider what action is appropriate to deal with the problem.

### **Where and when?**

This policy covers behaviour in any work-related setting, at any time, including any informal meetings, touring away from home and work-related social events. It also covers digital communications. This is not an exhaustive list.



### **What should you do?**

If you feel you or a colleague are being discriminated against, harassed or bullied, you should speak to one of the Co-Artistic Directors, General Manager or Co-Chairs in confidence. They will advise you on the next steps.

You could first consider whether you feel able to raise the problem informally with the person responsible. This informal stage helps to foster an honest and open community and is often the fastest path to a resolution. You should explain clearly to them that their behaviour is not welcome or makes you uncomfortable. However, you should only do this, if you feel comfortable doing so. If this is not appropriate or too difficult please report it directly to Co-Artistic Directors, General Manager or Co-Chairs.

We commit that any staff who make complaints or who participate in good faith in any investigation must not suffer any form of retaliation or victimisation as a result.

Equally, we commit that those who are the subject of a complaint must not suffer any form of retaliation or victimisation as a result of being required to participate in a grievance or disciplinary process.

If you do not feel comfortable reporting an incident to the Co-Artistic Directors or General Manager you can speak in confidence to Tangled Feet's Co-Chairs of Board, Sophie Scull and Catherine McKinney.

### **Contact details:**

Nathan Curry, Co-Artistic Director – [nathan@tangledfeet.com](mailto:nathan@tangledfeet.com)

Kat Joyce, Co-Artistic Director – [kat@tangledfeet.com](mailto:kat@tangledfeet.com)

Alyson Jones, General Manager – [alyson@tangledfeet.com](mailto:alyson@tangledfeet.com)

Sophie Scull – Co-Chair [sophie@sophiescull.com](mailto:sophie@sophiescull.com)

Catherine McKinney – Co-Chair [catmckinney@gmail.com](mailto:catmckinney@gmail.com)

### **Further Information**

As stated in our Equality Policy it is unlawful to discriminate against employees and other workers because of sex, marriage or civil partnership, gender reassignment, pregnancy or maternity, sexual orientation, race (including national origin and nationality), religion or belief, disability and age. These are known as 'protected characteristics'.

The law divides discrimination into four broad categories — direct discrimination, indirect discrimination, harassment and victimisation.

**Direct discrimination** involves treating a person less favorably because of a protected characteristic (for example not promoting an individual because of their race or sexual orientation). It includes discrimination because of perceptions or assumptions about a person's characteristics, even if these are incorrect (for example, not promoting an individual because they are assumed to be gay). It also includes discrimination because a person associates with someone who has a protected characteristic (for example, not promoting an individual because they have a disabled child). Direct discrimination cannot be justified (with the exception of age discrimination).

**Indirect discrimination** occurs when an apparently neutral provision, criterion or practice is applied across all groups, but this would put those with a particular protected characteristic at a particular disadvantage when compared with others who do not share this characteristic (for example imposing a requirement that candidates work on Sundays, which could particularly disadvantage candidates whose religious beliefs wouldn't allow them to do so). Indirect discrimination will be discriminatory unless it can be justified.

**Harassment** is unwanted conduct related to a protected characteristic or of a sexual nature which has the purpose or effect of violating an individual's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual. Harassment can occur through conduct by third parties as well as by work colleagues.

**Victimisation** has a particular legal meaning and involves subjecting a person to a detriment because they have, for example, complained about discrimination or assisted somebody else in doing so. It is not normally an answer to an allegation of discrimination to say that it was not intentional or deliberate.

## **Definitions**

### **What is bullying?**

Bullying may be persistent unwelcome behaviour, mostly using unwarranted or invalid criticism, fault-finding, exclusion and isolation. Bullying may include a person feeling that they are persistently:

- criticised, or subject to trivial fault-finding
- undermined, especially in front of others
- overruled or marginalised
- isolated and excluded
- singled out and treated differently from other employees

- belittled or patronised
- taunted and teased where the intention is to embarrass and humiliate
- denied information or knowledge necessary for undertaking work and achieving objectives
- denied support in your work
- either overloaded with work or have all their work taken away
- have your responsibility increased but your authority removed
- encouraged to feel guilty, and to believe you're always the one at fault
- physically or psychologically threatened

Legitimate, reasonable and constructive criticism of a worker's performance or behaviour, or reasonable instructions given to workers in the course of their employment, do not amount to bullying on their own.

### **What is harassment?**

Bullying and harassment can seem similar. The key difference is that bullying is rarely connected to gender, race or another form of discrimination. Harassment is any unwanted physical, verbal or non-verbal conduct that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. A single incident can amount to harassment. It also includes treating someone less favourably because they have submitted or refused to submit to such behaviour in the past.

Conduct or comments become harassment when they are unwelcome to others or make others feel uncomfortable or threatened, even if they are not intended in that way. **Intention is not the same as impact.**

A person may be harassed even if they were not the intended "target". For example, a person may be harassed by racist jokes about a different ethnic group if the jokes create an offensive environment. Examples of harassment related to protected characteristics can take a number of forms, and can include:

### **Sexual harassment**

Specific examples of harassment related to sex or of a sexual nature might include:

- derogatory comments about gender or matters associated with gender
- ostracism related to gender (whether the person affected is of the same or different gender)
- degrading comments about appearance or dress
- physical conduct of a sexual nature ranging from unnecessary touching to sexual assault

- making offensive comments to a pregnant person about their appearance
- unwelcome sexual advances, flirtatious or suggestive remarks or messages, leering, whistling or sexually suggestive gestures
- display of pornographic or sexually suggestive pictures, objects or written materials
- repeated requests to go on a date or to socialise outside of work when this is unwanted
- pressure for sexual behaviour/favours in return for avoiding detrimental treatment
- detrimental treatment following the rejection of a sexual advance

### **Racial or religious harassment**

Specific examples of racial or religious harassment might include:

- derogatory or degrading abuse or insults and offensive comments about race or religion
- display, circulation or discussion of racist pictures, objects or written materials
- repeatedly dismissing or not taking seriously a person's request for their religious practices to be accommodated
- telling of jokes related to race or religion

### **Harassment related to disability**

Specific examples of harassment related to disability might include:

- mimicry and imitation of the disabled person
- telling of jokes related to disability
- offensive comments about disability or matters associated with disability

### **Harassment related to sexual orientation**

Specific examples of harassment related to sexual orientation might include:

- teasing or name calling about an individual's sexual orientation (real or perceived)
- homophobic 'jokes' or derogatory stereotyping based on sexual orientation
- 'outing' a person (i.e. revealing their sexual orientation) against their wishes

### **Harassment related to age**

Specific examples of harassment related to age might include:

- telling jokes related to age or the perceived effects of age
- derogatory stereotyping based on age
- talking down to and humiliating staff on the basis of their age

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## 2) Rehearsal Culture for Creative Teams

This document should be read alongside the *Respect at Work Policy*.

At Tangled Feet we recognise that devising theatre in a collaborative group is fraught with joys, challenges, vulnerabilities, confusions and tensions. We want to create a rehearsal room culture and a working alliance which is open, fair, inclusive and safe.

For extended rehearsal periods we will try and create a shared alliance for rehearsal room culture – this sets out how we will work, how we will deal with difficult moments and conflict and what we expect from each other. Below is an **EXAMPLE** of a Rehearsal Room Alliance from Half Life in 2020. New projects may start with the creation of new Rehearsal Room Alliances.

We also sign up to Equity's Safe Spaces Statement  
<https://www.equity.org.uk/getting-involved/campaigns/safe-spaces/>

### **EXAMPLE of Half Life Rehearsal Room Alliance**

#### **Making our best work: working conditions**

We will aim to have rehearsal schedules set and available in good time to enable people to plan (accommodation/childcare/travel) effectively.

We pay people fairly, transparently and on time.

We aim to work with excellent technical and artistic collaborators, and we value them and what they bring to the work.

We work in safe, comfortable and suitable rehearsal spaces.

We will start and finish on time, and allow proper lunch breaks. We will communicate clearly when we are late or need flexibility.

We use phones/computers only in breaks unless it is for a research or documentation task. If there is a pressing need to keep a phone on in rehearsal time



(Eg waiting for important news, sick child etc) we give colleagues courtesy of explaining why phone is on.

We agree use of pictures from rehearsals for social media before they are posted.

**Our commitment to team working:**

We have a responsibility to each other and ourselves to make the best work we can.

We aim to stay open to ideas and to trust in our ability to find solutions to problems, collectively and individually.

We acknowledge that everyone has different ways of working, different life pressures and different needs, and stay mindful of these differences.

We will ask for what we need and respectfully voice any problems/difficulties that we are having, with the expectation that a fair solution can be found.

We aim to maintain a positive attitude towards our own work and our collective work. We acknowledge that negativity has consequences.

We aim to be honest, clear, respectful and kind in our communication with each other.

**Devising: Best practice**

We acknowledge that devising can be hard and that we often might feel like explorers without a map.

We work with the good of the show in mind. We know that sometimes things will change direction, sometimes we have to work hard to break through a barrier, sometimes a great idea will have to be shelved for another day.

We will create time and space in the day for exploring bold ideas which have risk of failure, and time and space for analysis and constructive critique of what we have produced and where it might go next.

We make space for everybody's voices to be heard and everybody's ideas to be acknowledged. *Sometimes this means we have to listen more than we speak.*

Directors will plan for enough preparation time:

- adequate warm up for physical tasks and voice work
- adequate thinking time and research time to digest ideas

Directors will aim to clearly set out the aims of each chunk of rehearsal time so that everyone understands the target. We will try to agree and share a structure and aim for each task/session/week/devising period so we can all align our efforts.



We acknowledge that we create work which often requires taking calculated physical risks, negotiating physical contact, working in intimate ways, and/or dealing with personal emotional material. We aim to create a working space of trust and support that allows everyone to work with this material safely, but also enables everyone to assert a limit when they judge that they need to. **The safety and wellbeing of our people is always more important than the demands of the show.**

We will create time and space to talk through any personal or emotional issues that arise during the rehearsal process, with care and empathy.

We try to acknowledge when we feel blocked or have other difficult feelings in the creative process, and find a good time to articulate this to the appropriate colleagues so that we can work together for a solution.

We will aim to notate and/or film material to collectively keep track of ideas. We will seek permission to film before we begin to do so.

We will plan regular end-of-day 'plenary' sessions during devising periods to check in and align our creative thoughts as a team.

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### **3) Code of Conduct for Participation Leaders**

This document should be read alongside the *Respect at Work Policy* and *Rehearsal Room Culture* to broaden knowledge of Tangled Feet working methodologies.

**The Code covers five areas:**

1. Safety
2. Professional competence
3. Responsibility
4. Working with people
5. Commitment to the Code of Conduct.

As a Participation Leader:

#### **3.1 Safety**

- I believe every participant has a right to enjoy their learning in a safe environment, and I have a responsibility to act in the best interests of their physical and mental wellbeing. I am committed to ensuring my practice is informed by, and complies with, relevant statutory or legal requirements that safeguard my own and others' legal, civil and human rights.
- I do not engage with work I cannot do safely.
- I understand that all physical theatre based activity should identify and minimise risk.
- I encourage participants to take active responsibility for their own welfare, behaviour and actions, and assist other staff and supporters to participate safely and happily.
- I ensure that nothing in my control is of detriment to health, safety or wellbeing.
- I risk assess activities and manage risks accordingly, making risk assessments available.
- I take steps to keep informed of any statutory or legal requirements that may affect my work.
- I familiarise myself with the procedures and protocols of the places I work in and agree with employers the roles and responsibilities that will support the safe delivery of my work.
- I comply with all statutory requirements affecting health and safety at work.

- I understand my legal obligations when working with children or vulnerable adults and ensure I have a relevant DBS check (or equivalent outside of UK) if appropriate. If I do not have a DBS check I will make Tangled Feet aware in good time so they can obtain one.
- I undertake any necessary monitoring, record keeping and reporting around issues of consent and confidentiality to maintain a safe working environment.
- I set, agree, and monitor clear and appropriate personal boundaries to ensure the integrity of my relationships with participants and employers.
- I understand that as a leader I am role-modelling behaviours and ensure that my own conduct encourages responsible, safe and respectful practice at all times
- I only teach lead workshops in spaces that I have checked, risk-assessed and ensured are safe and fit for purpose (whether inside or outside) and appropriate to the age, ability and competency of the participants with whom I am working.
- I have read and understood Tangled Feet's Safeguarding Policy.

### **3.2 Professional competence**

- As a Tangled Feet workshop leader, I believe I have a responsibility to myself, the profession and the people with whom I work to do the best I can.
- I aspire to bring quality to everything I do and commit to investing in my own continuing professional development to ensure the relevance and quality of my practice and uphold professional standards within the relevant legislative frameworks and government directives.
- I have the necessary range of skills, knowledge and experience for the work I do.
- I am clear about the boundaries of my professional competence and work within them.
- I am forthcoming and truthful about my professional experience and any relevant qualifications.
- I actively commit to developing and improving my skills, knowledge and abilities through engaging in ongoing professional development.
- I remain aware of developments in practice, training and legislation that inform my work.

- I take responsibility for enabling other people to understand what I do.
- I work within the required health and safety legislation.
- I am committed to the principles of equal opportunities and human rights.

### **3.3 Responsibility**

- As a Tangled Feet workshop leader I work and behave with integrity: being open, trustworthy, sincere and consistent in the way I conduct myself and my work; following this through in my professional relationships and in undertaking my work in a responsible, thorough and accountable manner.
- I do what I say I will do and take responsibility for my own actions.
- I maintain effective communication and work in a collaborative manner with all partners.
- I prepare thoroughly, agreeing with partners and employers the context for my work, the aims and desired outcomes, who I will be working with, where and how.
- I work in partnership with others to ensure that relevant support is available and in place.
- I turn up in time for workshops (or if I can't, communicate this to others in good time).
- I ensure that my appearance and behaviour are appropriate to the context I am working in.
- I monitor the quality of my work, seeking and acting on feedback from participants, employers and colleagues.
- I reflect on my work and apply what I learn from this to improve my skill.
- I am aware of Tangled Feet's Safeguarding and Respect at Work Policies and understand my responsibility to report any concerns to the Participation Manager, Emily Eversden. If the workshops are taking place in a school the Participation Manager will report the concerns to the teacher of the class.

### **3.4 Working with people**

- As a Tangled Feet workshop leader, I believe everyone has a right to be treated with dignity and recognised as an independent and equal human being. I celebrate diversity, support and enhance the autonomy of the individuals I work with and ensure nothing I do discriminates on the grounds

of race, gender, sexuality, religion, ethnicity, age, disability, national or social origin or other status.

- I work in an open, encouraging, sensitive manner; an inclusive, supportive environment in which individual experiences, abilities and interests are acknowledged and given space
- I give time and space to build relationships which acknowledge and respect individual differences, perceptions and needs.
- I invite feedback, encourage input from participants, and build positively on their contributions; I am willing to be a co-learner and share ownership of the learning activity.
- I enable and assist individuals to make independent choices and decisions.
- I use appropriate and inclusive language that can be understood by all participants.
- I only use physical touch in workshop sessions when necessary and always ask participants' permission before initiating physical contact.
- I respect and acknowledge the experience and expertise of other specialist and support staff.
- I am aware of, and able to take responsibility for my own wellbeing, and enable other people to take responsibility for their behaviour and relationships with others.