

RADA

Royal Academy of Dramatic Art

Sexual Misconduct, Bullying and Harassment Policy

In this document, “you” and “your” means the student; “we”, “us” and “our” mean RADA. King’s College London may be referred to as King’s.

Purpose of this policy

1. The purpose of this policy is to assist in establishing an environment in which sexual misconduct, harassment, bullying and victimisation are regarded as unacceptable across the Academy. Individuals should have the confidence to report their concerns with confidence that they will be followed up appropriately and fairly. This policy outlines the procedures to be followed (or directs to the relevant procedures in another policy) if anyone within the Academy feels they are being subjected to sexual misconduct, harassment, bullying or victimisation. [Appendix B](#) provides some guidance on types of misconduct and possible sanctions.
2. This policy forms part of a group of policies and guidelines expressing our approach to ensuring all students and staff can work and study in a safe, respectful and welcoming environment, collectively known as the ‘Respect at RADA Framework’. Other policies and resources in the Framework are:
 - Equality, Diversity and Inclusion Strategy
 - RADA Race Equity Policy
 - Reasonable Adjustments for Students Policy
 - Student Code of Conduct
 - RADA Rules
 - Staff-Student Relationships Policy
 - Intimacy in Performance Protocol
 - Student Non-Academic Misconduct Policy and Procedure
 - RADA Zero Tolerance Statement
3. The principles of this policy apply to all staff (including freelance), students and contractors working or studying at the Academy as well as any incoming student who has accepted their place.
4. Information gathered from reports and disclosures will only be shared internally with the individuals necessary to investigate and where necessary, take action relating to a concern. There may be cases where we are obliged to share information with external services in order to fully discharge our duty of care (for example in relation to our safeguarding policy). In these circumstances we will take steps to inform the reporting party about the limits of confidentiality.
5. The Reporting Party, the Responding Party and any Witnesses will be treated fairly, with dignity and confidentiality throughout any process and may access relevant support services.

The Equality Act

6. The Equality Act 2010 legally protects individuals against discrimination because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are known as 'protected characteristics'.

7. You're also protected from discrimination if:

- you're associated with someone who has a protected characteristic, for example a family member or friend
- you've complained about discrimination or supported someone else's claim

Definitions

Active Bystander

8. An active bystander is someone who not only witnesses a situation, but takes steps to speak up or step in to keep a situation from escalating or to disrupt a problematic situation when it is safe to do so.

Bullying

9. Bullying is the exercise of power over another person through negative acts or behaviours that undermine them personally and/or professionally. It is often characterised by inconsistent treatment of people. Bullying can be threatening, insulting, abusive, disparaging or intimidating behaviour; placing inappropriate pressure on the recipient which can affect self-confidence or has the effect of isolating or excluding them. It involves behaviour that is unacceptable to the recipient and creates an intimidating, hostile or offensive environment for employment, study or related social activities. Note that the above use of the term 'exercise of power over another person' does not imply direct workplace authority/seniority of one party over another. Bullying can occur between any parties regardless of whether such a professional relationship exists.
10. Bullying may consist of a single incident, sporadic events or a continuing process. Behaviour that may appear trivial as a single incident can constitute bullying when repeated.
11. Bullying is not always deliberate; someone may demonstrate bullying behaviour without intending to do so. Whichever form it takes it will often cause embarrassment, fear, humiliation or distress to an individual or group of individuals.
12. Bullying may be by an individual against another individual (perhaps by someone in a position of authority such as a manager or tutor) or groups of people (perhaps a person will act in a bullying manner towards several colleagues). Similarly, a group of people may also be responsible for bullying behaviour towards an individual (for example, if a group of staff members act in a way that leaves an individual feeling isolated or excluded). People in positions of authority can be bullied by those who are not.
13. Harassment and bullying are to be distinguished both from the sort of vigorous debate which is to be encouraged in a higher education environment and from the actions of a manager or tutor making reasonable and appropriate (but perhaps unpopular) requests of their staff or students. These are examples of conduct that (whether or not acceptable to the recipient) are warranted in

the circumstances. Management actions that go beyond reasonable and appropriate requests within the context of the staff /student relationship may be considered to be harassment or bullying.

The defining features of harassment and bullying are therefore that the behaviour is both unacceptable to the recipient and unwarranted by the circumstances of the relationship between the parties.

Consent

14. The definition of consent as defined in the Sexual Offences Act 2003 is agreeing by choice and having the freedom and capacity to make that choice.
15. A person is free to make a choice if nothing bad would happen to them if they said no.
A person is not free to choose if:
 - they are being threatened with violence (either by the perpetrator or by someone else)
 - they fear a negative impact on their educational outcomes (e.g. assessment grades or awards) if they refuse
 - they are being blackmailed using images or social sabotage
16. Similarly, someone may not feel free to make a choice if there is a power imbalance; this could be due to age, status/position and/or authority or some kind of dependency (e.g. drug/alcohol use, financial control).
17. Capacity is about whether someone is physically and/or mentally able to make a choice and to understand the consequences of that choice.
 - a person does not have the capacity to give consent if:
 - they are drunk or under the influence of drugs - this means someone may still be physically able to have sex but they may not be able to consent
 - they are asleep or unconscious
 - a person may also not have capacity to give consent if they have a disability or impairment, including learning difficulty, physical disability or mental health condition.

Domestic abuse

18. Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:
 - psychological
 - physical
 - sexual
 - financial
 - emotional
19. Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
20. Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Harassment

The Equality Act 2010 defines 3 types of harassment:

- sexual harassment
- harassment related to certain 'protected characteristics' (see below)
- less favourable treatment as a result of sexual harassment, or harassment related to sex or gender reassignment

21. Unwanted behaviour can be considered harassment if it relates to any of the following protected characteristics:

- age
- disability
- gender reassignment
- race
- religion or belief
- sex
- sexual orientation

22. Unwanted behaviour can include:

- a serious one-off incident
- repeated behaviour
- spoken or written words, imagery, graffiti, gestures, mimicry, jokes, pranks, physical behaviour that affects the person

To be harassment, the unwanted behaviour must have either violated the person's dignity, or created an intimidating, hostile, degrading, humiliating or offensive environment for the person. This includes behaviour where these effects were not intended, or where the behaviour was intended to have one of these effects even if it did not. It can still be against the law even if the person being harassed does not ask for it to stop.

23. The law on harassment also applies if a person:

- is harassed because they are thought to have a certain protected characteristic when they do not
- is harassed because they're linked to someone with a certain protected characteristic
- witnesses harassment, if what they've seen has violated their dignity or created an intimidating, hostile, degrading, humiliating or offensive working environment for them

24. Alternatively, harassment may not be personally targeted at an individual at all. For example, if, in a particular team, a culture exists which permits offensive or stereotypical jokes, then a person may have a valid complaint of harassment, even if these do not relate directly to the complainant. For instance, a racist work culture which denigrates minority ethnic groups may create an offensive environment for staff of all races. People of any race or ethnic background would have a right to complain even where the offensive remarks were aimed at only one particular race.

25. Harassment can take a variety of different forms ranging from repeatedly ignoring a colleague or subjecting them to unwarranted attention, to intimidation, humiliation, ridicule or offence. Harassment may not be deliberate; someone may harass another person unintentionally.

26. Differences of attitude or culture and the misinterpretation of social signals can mean that what is perceived as harassment by one person may not seem so to another. People should feel comfortable about explaining why particular words or conduct are unacceptable to them, and should be able to expect that others will treat their views seriously.

27. People in positions of trust and authority and those with a pastoral role have a particular obligation to ensure that they do not use their power to harass other staff or students.

28. Please see Appendix B for examples of behaviour which may constitute harassment.

Hate Crime

29. A hate crime is defined by the Metropolitan Police as:

Any criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender

30. It does not require specific evidence as long as the victim perceives the incident is due to prejudice relating to any of the above named characteristics, and it does not necessarily have to be reported by the victim – it can be reported by a witness who believes it to arise from prejudice as described above. Hate crime falls into the following three categories:
- Physical assault: This is always a criminal offence regardless of 'cause' but may be defined as a hate crime if the victim or witnesses believe the assault to be triggered by prejudice as described above.
 - Verbal abuse: This may include but is not restricted to threats or abusive name-calling (in person or via a written medium), and may be categorised as a hate crime if the victim or witnesses believe the abuse to have been triggered by prejudice as described above. With verbal abuse it can sometimes be unclear whether an offence has been committed as it is a less overt and obvious attack than physical assault, and the victims can be left feeling there is little they can do. However, there are laws in place that make verbal abuse an offence and, as stated above, in some instances it may be categorised as a hate crime.
 - Incitement to hatred: This is an offence in which someone acts in a threatening manner which is intended or likely to stir up hatred, whether it be directed at an individual or a group with particular characteristics as listed (though not restricted to those) in 7 above. The incitement could be via words, images, music or other actions, and may be via physical or virtual actions such as material posted on websites, social media or sent via phone texts. Content may include (but is not restricted to):
 - messages calling for violence against a person or group
 - web pages/social media content showing pictures, videos or descriptions of violence against anyone due to their perceived differences/virtual discussions/exchanges in which people ask or encourage others to commit hate crimes against a person or group.

Sexual Misconduct

31. This is any form of unwanted conduct of a sexual nature (physical, verbal, non-verbal, in writing, virtually, via social media etc) that offends, upsets, degrades, intimidates or is hostile to the person experiencing it.
32. Sexual misconduct can include harassment, assault, grooming, bullying, sexual invitations, comments and non-verbal communication with sexual content or overtones, creation of atmospheres of discomfort, and promised resources in exchange for sexual access.
33. Sexual misconduct more specifically raises issues of unequal relationships, consent, and the prevention of equal access to education, opportunities and career progression.
34. The issue of sexual harassment is a complex one. Behaviour potentially classifiable as sexual harassment or misconduct may not always be obvious or follow an easily recognisable pattern. The following are important to note:
- a person of any gender can experience sexual harassment *from* a person of any gender;
 - conduct may be unwanted even if the person subject to it does not explicitly object to it;
 - it is irrelevant whether the conduct in question is acceptable to others or is common in either party's workplace, which in itself would be a serious issue;
 - any of the behaviours discussed in this section of the policy that have been welcomed in the past can subsequently become unwelcome.

35. Mutual attraction of course can occur in the workplace or place of study. But you are strongly advised to bear in mind that when advances are made to another person, if there is absolutely *any* doubt about the recipient's openness to those advances they may be construed as sexual harassment and must cease or be avoided. The best principle to adopt is that of "**NO**" *means no*. Even in the absence of an explicit "no" if there is no "yes" and there is any indication the advances may be unwelcome then they must stop immediately.
36. Intimate relationships between staff and students are prohibited as detailed in the staff student relationships policy.

Sexual Assault

37. A person commits sexual assault if they intentionally touch another person, the touching is sexual and the person does not consent. It involves all unwanted physical contact of a sexual nature and ranges from pinching, embracing, groping and kissing, to rape and sexual assault which involves penetration without consent. Sexual assault is a criminal offence.

Sexual Violence

38. Sexual violence is any unwanted (non-consensual) sexual act or activity. There are many different kinds of sexual violence that exist including but not restricted to: rape, sexual assault, child sexual abuse, sexual harassment, coercion, gas lighting, rape and assault within marriage / relationships, female genital mutilation, trafficking and sexual exploitation, forced marriage and so-called honour-based violence and ritual abuse, which can also be forms of domestic violence. Sexual violence can be psychological and/or physical.

Stalking

39. Stalking is unwanted, repeated, obsessive and/or controlling behaviours that make someone distressed or scared.

Victimisation

40. Victimisation occurs when a person is treated less favourably because they have, in good faith, made an allegation of harassment, or have indicated an intention to make such an allegation, or have assisted or supported another person in bringing forward such an allegation, or participated in an investigation of a complaint, or participated in any disciplinary hearing arising from an investigation

41. We will not tolerate any victimisation of anyone raising a concern under this policy.

What to do if you are subjected to sexual misconduct, bullying or harassment, or witness this behaviour within the RADA community

42. Anyone who considers that they may have been the subject of, or have witnessed (active bystander) any of the above will be listened to and be given informed advice on how the matter may be resolved, ideally by someone with whom they feel comfortable.

Reporting

43. If you do not feel you can talk to someone from the lists below you can use the [Report a Concern form](#). This form is accessible to anyone from inside or outside of the RADA community. You may report your concerns anonymously, which will enable us to log the information and use this to identify patterns of behaviour or widespread problems, however we may not be able to fully investigate and will not be able to follow up with you. If you choose to provide us with your details, our Student and Academic Services or HR team will contact you for a confidential conversation and if appropriate, signpost you to relevant procedures and support services.

44. We are committed to providing support for members of the RADA community who are directly or indirectly affected by sexual misconduct, bullying or harassment. An overview of the support services available is below. We offer advice and emotional support to students and members of staff whether they are the reporting party, responding party, witnesses or bystanders.

Who can staff talk to?

45. There are different options available to you including:

Internally

- Your line manager: where possible, you should initially speak to your line manager if you have been a victim of sexual misconduct, bullying, harassment or victimisation, or have been accused of it.
- Human Resources: members of the HR team can speak to any staff member in confidence.
- Member of the Senior Leadership Team: if you cannot speak to your own line manager (or their manager) you can speak to any member of the Senior Leadership Team
- Trade Union representative (for those who are members)
- Employee Assistance Programme

Externally, you can find details of external organisations who may be able to support you on SharePoint: [Sexual Misconduct](#), [Hate Crime](#), [Victimisation and Bullying](#).

Who can students talk to?

46. Any member of staff will be able to listen and direct you to the appropriate service. If you have experienced or witnessed sexual misconduct, harassment or bullying within the RADA community, please speak to:

Internally

- Course leader/director or head of department
- A member of the Student Wellbeing service
- Your personal tutor
- Any member of Student & Academic Services
- Any member of the Senior Leadership Team

Externally, you can find details of external organisations who may be able to support you on SharePoint, [Sexual Misconduct](#), [Hate Crime](#), [Victimisation and Bullying](#).

Accessing Support

Students

47. We have a student wellbeing team that provides access to counselling, emotional support and disability services for HE students – if you are not already registered, contact wellbeing@rada.ac.uk or check the Student Wellbeing page on SharePoint.

48. Reporting and Responding Students will not be supported by the same member of the Student Wellbeing team.

49. We will also provide students with details of external organisations that can support them, details of some of the organisations can be found on Student Wellbeing and Student and Academic Services SharePoint pages.

Staff

50. We have employee Assistance programme, details of which can be found on the HR SharePoint Page

51. Staff also have access to the information in Student Wellbeing and Student and Academic Services SharePoint pages.

MAKING A REPORT

Staff procedure for reporting sexual misconduct, bullying or harassment

52. If you feel that you have been, or are being, subjected to any of the above we would strongly advise you to take 'Supported Personal Action' as an early intervention for minor issues by talking to the person to make them aware of the effect of their behaviour on you. You can obtain support before speaking to the person from any of the people listed above.
53. You can have a conversation with, or write to, the other person and explain, as clearly as possible, what it is that you consider unacceptable about their behaviour and ask them to stop behaving in this way.
54. You could enlist the help of a colleague to find ways of bringing the topic of harassment, bullying or victimisation into a conversation in the presence of the person causing offence. A first port of call is the list of people above who will be able to offer support.
55. It is very important that the person accused knows that their behaviour is perceived as unacceptable by another individual. People often do not realise they are offending others and will change their behaviour as soon as they know.
56. In many situations, this can be the most effective way to raise concerns. However, you should not feel pressurised to raise concerns this way and should be aware of options available, including informal and formal complaints.
57. If you decide to take Supported Personal Action, you are advised to make a note of factual information about the discussion that takes place and any agreed outcomes and you should keep copies of relevant pieces of written or email correspondence.
58. **Informal and formal complaints** can be made under the RADA Staff Grievance Policy.

Student procedure for reporting sexual misconduct, bullying or harassment

59. If you feel that you have been, or are being, subjected to any of the above you should not feel that it is your fault or that you have to tolerate it without question.
60. The behaviour in question could be coming from another student, a member of staff at RADA or someone else associated with RADA. Generally, issues are most easily resolved if they are raised at the time the problem first occurs and with the person/s directly involved. You may feel able to take action on your own to make the other person aware of the effect of their behaviour on you. You can take advice before doing this from the people listed above. Some ways you could take action are:
- You can have a conversation with, or write to, the other person and explain, as clearly as possible, what it is that you consider unacceptable about their behaviour and ask them to stop behaving in this way.
 - You could enlist the help of a peer to find ways of bringing the topic of harassment, bullying or victimisation into a conversation in the presence of the person causing offence.
 - If you do choose to contact the person, you might wish to seek advice or support beforehand from: the Student Wellbeing Service, your Course Leader, your personal tutor or another member of staff.
61. If you do decide to raise your concerns directly with the person concerned, face-to-face, you might wish to invite someone else to be present when you are having the conversation. If you decide to raise your concerns in writing, you should keep copies of relevant pieces of correspondence. In either case, it may be advisable to note down factual information.

62. Subsequent formal stages are set out in the [Complaints Policy](#) (for concerns relating to staff or services provided by RADA) and the Student [Non-academic misconduct Policy](#) (for concerns relating to students).

Guidance for those accused of Sexual Misconduct, Bullying, Harassment or Victimization

63. If you are approached informally by a member of staff or student about your behaviour, do not dismiss the complaint out of hand. Remember that all people find different things acceptable and everyone has the right to decide what behaviour is acceptable to them and to have their feelings respected by others. You may be offending them without intending to in such a scenario and an apology may resolve the matter.
64. You may seek confidential advice from people mentioned [above](#) for Staff and [above](#) for students. It would be advisable to do this before taking any other steps. Any discussion will be confidential but you should be aware of the limits to confidentiality (particularly where there is a potential safeguarding issue). If necessary, request a statement setting out limits of confidentiality from whatever source you are seeking advice.
65. If you come to realise that you have harassed or bullied another person be ready to change the behaviour causing offence. Training, coaching and counselling may be available to support you to change behaviours that may have caused offence or distress, and you should discuss this with your line manager.
66. If after reflection you believe the accusation is unfounded, you should say so and if formal procedures are initiated, participate fully in any investigation so that the matter can be resolved as quickly as possible. Mediation or facilitated conversations can be effective in resolving some matters informally; therefore, these should be considered a serious attempt to mend working relationships.
67. For members of staff, if a formal procedure is invoked both you and the complainant have a right to be accompanied at meetings by a work colleague or trade union representative. Students also have the right to be accompanied to meetings if a formal disciplinary process is invoked.
68. Malicious¹ or vexatious² allegations of harassment or bullying may give grounds for disciplinary proceedings against the reporting party.
69. For members of staff, regardless of the outcome of the complaint, you will be required to take reasonable steps to restore adequate working relations between yourself and the person who made the complaint.

Oversight, monitoring and review

70. Academic Board is responsible for reviewing this policy, its effective operation and any monitoring (including equality monitoring) of any actions taken as a result of the policy.

¹ Malicious - motivated by wrongful, vicious or mischievous purposes

² Vexatious – not having sufficient grounds for action and seeking only to annoy or cause embarrassment to the recipient

Appendix A: Examples of Unacceptable Behaviour

The following are examples of the types of unacceptable behaviour that could constitute bullying, or harassment when related to a person's protected characteristic(s).

Controlling Behaviour

Controlling Behaviour is behaviour designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Examples may include:

- separating individuals/teams from the group or team activities within a department/faculty
- denying individuals access to meetings with others without reason or justification
- unjustifiably or unreasonably monitoring emails and communications of a person
- discouraging access to or refusing permission to access training, classes, workshops, performances or development opportunities

Coercive Behaviour

Coercive Behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, frighten, or create dependence.

Examples may include:

- making direct or implied threats, such as threatening to remove someone from a project or production
- using verbal or physical intimidation to compel an individual into committing unethical conduct or breaching health and safety procedures

Gaslighting

Gaslighting is the manipulation by psychological means of a person (or group) which causes them to doubt themselves, their capabilities or their sense of reality.

Examples may include:

- a manager criticising an individual's work, then later denying they had done so
- an individual being made to feel that their opinions, concerns, thoughts and feelings are incorrect or lack validity.

Microaggressions

Microaggressions are brief and repetitive verbal, behavioural and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults to a person or group.

Examples may include:

- asking a person 'where are you really from?'
- a teacher asking for a 'strong man' to help carry equipment
- comments such as 'you look so normal' to a person with a disability
- continuing to mispronounce someone's name after they have corrected you repeatedly

Banter

Banter is the exchange of teasing remarks. Communication which some may consider to be banter is not acceptable if it falls into the categories of Harassment and/or Bullying. Banter may affect the person the comments are directed towards and others who overhear the comments. Examples may include:

- making jokes about a person's appearance

- publicly humiliating a person in front of others

Appendix B: Examples of Harassment

The following behaviours relate to protected characteristics and are therefore examples of harassment.

Sexual Harassment

Examples of sexual harassment include:

- Unwelcome sexual advances and propositions
- Physical contact such as the invasion of personal space and unnecessary touching through to sexual assault
- Asking questions of a sexual nature
- Jokes, gestures and language of a lewd/sexual nature
- Displaying sexually suggestive or sexually explicit material in the workplace or circulating such material in emails
- Comments regarding an individual's appearance or body
- Spreading gossip or detrimental speculation about private sexual activities
- Treating a person less favourably because they have rejected, or submitted to, unwanted conduct that is related to sex or is of a sexual nature (including blocking promotion and refusal of training or other
- Inappropriately showing sexual organs to another person

Sex

Examples of harassment related to sex but not of a sexual nature may include:

- sexist jokes, banter or taunts
- using sexist language or insults
- making threatening or aggressive comments based on a person's sex
- excluding individuals from certain activities because of their sex
- displaying materials that are degrading to women
- perpetuating negative stereotypes about men or women
- unwanted or derogatory comments about clothing or appearance

Race

Examples of racial harassment may include:

- Any incident which is perceived to be racist by the victim or any other person
- Refusing to work with someone or deliberately isolating them because of their race, colour, nationality or ethnic origin
- Displaying racially offensive material including graffiti, graphics, slogans or logos that have racial undertones (e.g. t-shirts or mugs)
- Racist jokes, banter, insinuations, insults and taunts

- Verbal and physical abuse/attacks on individuals because of their race, colour, nationality or ethnic origin
- Assaults motivated by race, colour, ethnic or national origins
- Using language that is offensive or derogatory on the basis of race, or making racist remarks to or about a person

Disability

Examples of harassment related to disability include:

- Asking inappropriate questions about a person's impairment such as how it occurred and what it is like to be disabled
- Name calling, jokes or taunts and use of offensive language relating to a person's disability
- Assuming that a physical disability means that the individual is inferior
- Assuming that a specific learning difficulty means that the individual lacks intelligence
- Banter relating to the disability of a person, or mocking a person with a disability
- Excluding a person from social activities because of their disability

Age

Examples of age-related harassment include:

- Derogatory comments relating to age made to or about a person
- Ageist jokes
- Assumptions about a person based on their age
- Being dismissive towards a person because of their age
- Excluding a person from social events because of their age
- Banter relating to the decline of a person's physical/mental abilities on account of age
- Banter relating to the age of a person's partner, such as an older or a younger partner

Sexual orientation

Examples of harassment relating to sexual orientation include:

- Homophobic or biphobic comments, jokes and name-calling made generally or to/about a person based on their sexual orientation, or that of their partner or any relative
- Dissemination of homophobic or biphobic materials
- Repeated references to a person's sexual orientation
- Spreading perceptions/rumours about somebody's sexual orientation, either actual or perceived
- Outing a person without their consent or spreading rumours
- Excluding a person from conversation and activities because of their sexual orientation

- Excluding a same sex partner when opposite sex partners are included
- Intrusive questioning about an individual's personal or sex life
- Homophobic remarks or banter

Religion/Belief

Examples of harassment related to religion or belief include:

- Making remarks about religions generally and their practices or specifically mocking a person's religious beliefs
- Making unwanted comments on dress
- Making it unnecessarily difficult for people to conform to their religious beliefs
- Exacerbating or causing arguments over religious differences between religious groups or people following particular faiths
- Gossiping/chatting about a person's religious views or beliefs
- Excluding a person because of their religious views or beliefs, or treating somebody differently because of their views
- Sectarian views, beliefs and violence
- Displaying symbolism and slogans that are offensive or could be interpreted as offensive

Gender Reassignment

Examples of harassment related to gender reassignment include:

- Transphobic comments, jokes and name-calling
- Refusing to treat a person as the gender they identify
- Failing to address a person by their preferred name and correct gender pronouns
- Denying people access to the appropriate single sex facilities such as changing rooms
- Outing a person as transgender without their consent or spreading rumours (this may also be a criminal offence)
- Intrusive questioning about a person's transition

Original Policy created	March 2018 originally Respect at RADA Policy
Policy Updated	May 2023
Document Approved by	Academic Board Reviewed by Staff Forum
Date Approved	4.5.23
Version	1.3
Review Date	Two years May 2025