

<b>Process for: Stu 2e</b>	<b>Learner Behaviour Management and Disciplinary Procedure</b>
Process owner:	Assistant Principal Foundation Learning and Student Voice
To ensure that:	All learners are aware of the standards of conduct and performance expected at college
Which applies to:	All learners
Monitoring and evaluation:	Assistant Principal foundation learning and student voice

<p><b>Introduction</b></p> <p>A strong environment of mutual respect is the cornerstone of our college culture. Ensuring that learners develop appropriate knowledge, abilities and personal and social skills to be successful in their future careers is of utmost importance. It is college policy to help and to encourage ALL learners to maintain high standards of conduct and performance.</p> <p>Establishing our benchmark for acceptable behaviour begins during all course inductions. Learners are introduced to the 'Student Contract' (see Appendix 5) and electronically sign to agree that they understand the concepts and statements included and are prepared to meet these expectations whilst studying at BCoT. This is a generic code of acceptable behaviour; specific curriculum areas may, in addition to this, develop their own code of conduct which is related to the particular additional needs of that area.</p> <p>It is essential that behaviour management and our approach to learner discipline are positive in approach and are applied in a fair and equitable way. This policy and procedure applies to full-time and part-time learners and is also regardless of age. It is very important that staff give due regard to, and do not discriminate against, learners in relation to gender, age, ethnicity, physical, emotional or learning difficulties, sexual orientation, religious belief or any other perceived differences.</p> <p>If a student has an ECHP the transition manager or Assistant Principal needs to be involved with any stage 2 or above disciplinary.</p> <p>At induction the student contract is explained in detail to the student and they sign that they have read and will follow the college expectations. It is important that all staff are aware of the contract and that there is a consistency of approach across the college so students are clear about the expectations and the consequences.</p> <p>It is important that if students are issued a disciplinary that they are clear of the expectations, that it is reviewed and that if the behaviour improves this is celebrated.</p> <p>At every stage there should be dialogue with the students, concerns should not be logged on dashboard without a conversation with the student, and clear actions set.</p> <p>The disciplinary stages are listed below, for further clarification please refer to the table of summary of the Learner Behaviour and Disciplinary Procedures (Appendix 2):</p> <p><b>It is possible for students to move up and down the disciplinary levels. For example if they had a stage 1 for attendance and this had improved but later on in the year there was another concern they could be issued with another stage 1. They do not automatically have to up the stages.</b></p>
--

**Behaviour alerts** - Informal trivial incidents of behaviour

**Stage 1** - Verbal conduct Warning

**Stage 2** Written formal conduct Warning

**Stage 3** - Serious conduct Review

**Stage 4** - Disciplinary meeting with possible recommendation of exclusion of Student

## **Levels of Behaviour Management Sanctions**

### **Overview of the stages**

Unacceptable behaviour by a learner or learners should be dealt with quickly, fairly and efficiently according to the mechanisms outlined on the attached flow chart (see Appendix 1). The chart summarises the different levels of sanctions and the action required, according to the type or seriousness of the misconduct.

### **Informal – Cause for concern**

For minor breaches of behaviour. It is up to the initiator (person who has identified the breach) to clearly explain behavioural expectations, and the reasons for them, this can be logged on the dashboard as a negative comment. It is really important that the conversation is had and then if appropriate added to dashboard as a negative comment.

Meetings can be held with the student and expectations set, action plans put in place with clear targets, if these are met it is important to congratulate the student. If they have reached their targets it can be closed if not it can be escalated.

RAPs, CDs, Faculty Heads can add behaviour alerts, this could be due to several negative comments, attendance or behaviour. If there is repeated behaviour this could lead to stage 1 (stage 1, call to parents, support for student) . If no improvement or further alerts it will escalate,

For minor infringements or lapses in behaviour there is an expectation that the staff member will deal appropriately with the incident and will add to the comments box on the dashboard, emailing the RAP from dashboard as appropriate.

### **Stage 1**

#### **Verbal Conduct warning issued by Course Owner/RAP/Course Director**

It could be as a result of several behaviour alerts or repeated poor attendance. Action plan issued, letter home and monitoring. It is expected that taking disciplinary action at one or more of these stages will prevent misconduct from becoming more serious, as learners will have had sufficient early warnings, guidance and support.

In the event of poor performance (failure to submit work on time/referral of work on more than one occasion), the tutor should use dashboard to action plan the learner setting agreed SMART targets. Such a plan should include learner access to appropriate support mechanisms where necessary. Targets should be reviewed regularly and progress monitored and recorded on the dashboard. If the learner fails to fulfil the action plan and meet the agreed targets despite being given appropriate support to do so then the disciplinary process for 'misconduct' (stages 1-3) should be followed.

Any further minor infringement/lapse in behaviour should result in the disciplinary process being escalated.

### **Stage 2 (formal conduct/)**

For all issues of misconduct (stages 1-3), other than minor infringements, the formal disciplinary procedure should be implemented immediately. Examples of actions of misconduct are referred to in the table of summary Appendix 2, with example letters in Appendices 3, 4 and 5. Stage 2 meetings should be held by Course Director/Faculty Head as appropriate

The actions required at these stages are described on the attached flowchart (Appendix 1) The chart makes clear who is authorised to approve sanctions at each stage (responsibilities can be delegated).

If agreed actions are not met then the next stage of the disciplinary process will begin.

Further investigation of an incident may also lead to a change in view about the level of conduct (i.e. whether it is then viewed as less or more serious). Staff must also use reasoned judgements regarding the use of sanctions such as a temporary suspension or the involvement of external agencies. Where staff are in any doubt about the fair and effective use of these sanctions, they should seek advice from the, Faculty Head, Assistant Principal.

### **Stage 3 (serious conduct review)**

Held by Faculty Head or Assistant/Deputy Principal

### **Stage 4 Disciplinary hearing with risk of possible exclusion**

Stage 4 can result in a learner's temporary removal from their course or full exclusion from the college. This stage gives the learner a right of appeal against a disciplinary decision. The table and flow chart attached summarises the types of misconduct identified for stage 4, and the sanctions which apply.

For all issues of gross misconduct (stage 4), the appropriate Faculty Head or Assistant Principal should be notified immediately and the procedure for gross misconduct followed. Incidents of gross misconduct will usually result in the immediate suspension of the learner pending a disciplinary hearing which must be held within 10 days of the incident. Suspended learners must be sent (by special delivery) all work they might have missed due to their suspension from the college. Only the Faculty Head or Executive Management Team, has the authority to suspend a student due to gross misconduct. Actions of gross misconduct include:

- Theft
- Fraud
- Assault or threatening behaviour including verbal behaviour
- Acts of bullying or cyber bullying
- Deliberate damaging of property or equipment
- Falsification of work
- Incapacity through alcohol or drugs
- Supply of illegal substances on college premises
- Serious negligence
- Discrimination of any kind including sexual or racial harassment
- Any acts which may prejudice the safety of learners or staff

## Temporary Suspension of Learners

There will be some occasions when immediate action is required to remove a learner from others and/or college premises. Examples could include:

- To prevent harm to other users or damage to the premises
- To prevent interference with evidence of misconduct
- As a response to the possession of illegal drugs or weapons
- For serious misuse of internet sites, etc.
- Disrupting learners/learning
- Safeguarding concerns and the protection of other students
- Incapacity through alcohol or drugs

In such circumstances, the learner may be required to leave the premises immediately. This must be authorised by the Faculty Head, Assistant Principal or Duty Manager who may also involve premises staff or the police. Parents/guardians must be informed if a learner under the age of 18 is to be suspended before they are allowed to leave the college site.

Where a learner is suspended in this way, the details must be included on the dashboard (disciplinary tab). The subsequent investigation will be followed through by the Faculty Head according to the usual procedure. This manager will also be responsible for deciding the appropriate point at which the temporary suspension should be lifted and for ensuring that the learner is notified of this.

NB: A suspension is a temporary device and should remain clearly distinguished from an exclusion

## Procedure and Protocols for a Conduct Review (stage 2/3)/Disciplinary Hearing (stage 4)

### Stage 2

- The RAP, or other appropriate person involved in the case, is responsible for notifying the learner's Course Director or Faculty Head of the need for a disciplinary hearing.
- The RAP, or other appropriate person involved in the case, must collate all evidence for the hearing in advance and provide this to the Course Director/Faculty Head in advance of the review. Brief details may be included on the comments page on the dashboard where appropriate.
- All staff who teach the learner may be asked to comment on the learner before the hearing.
- In most cases, the course tutor and RAP should attend the review.
- Parents are invited if students are 18 or under
- Sanctions could include not attending trips and attending additional sessions in college to complete work
- If student has ECHP, student support notified

### Stage 3

- Chaired by the Faculty Head or Assistant Principal
- The RAP, or other appropriate person involved in the case, must collate all evidence for the hearing in advance and provide this to the Course Director/Faculty Head in advance of the review. Brief details may be included on the comments page on the dashboard where appropriate.
- All staff who teach the learner may be asked to comment on the learner before the hearing.
- In most cases, the course tutor and RAP should attend the review.

- Parents are invited if students are 18 or under
- Sanctions could include not attending trips and attending additional sessions in college to complete work
- If student has ECHP, student support notified
- For learners whose behaviour may be related to a recognised condition, e.g. ADHD/Asperger's, advice should be sought by contacting the Transition Manager.
- 

#### Stage 4 (held by Assistant Principal)

- A disciplinary hearing must be held within 10 working days of the initial expression of concern
- The learner is entitled to 5 working days' notice of the hearing and must be informed in writing of the date and time of the hearing. The learner must be given an indication of the nature of the complaint and a summary of the evidence against them.
- The learner may bring a friend or advocate to the hearing.
- For WBL and employer-sponsored learners of any age, the employer may need to be informed, depending on the nature of the offence and invited to the meeting as appropriate.
- For learners whose behaviour may be related to a recognised condition, e.g. ADHD/Asperger's, advice should be sought by contacting the Transition Manager.
- The disciplinary hearing considers the evidence presented by the Course Tutor/ /RAP/Faculty Head and the learner and any witnesses called upon to attend or submit written statements.
- If the learner fails to attend the hearing and the college has not been informed of the reason, the hearing will take place in their absence.
- On the basis of the evidence presented at the hearing, the Assistant Principal will:
  - Dismiss the case against the learner
  - Exclude the learner
  - Issue sanctions

The learner must be informed that they have the right to appeal against this decision. Such an appeal must be made in writing to the Deputy Principal within seven working days of the Assistant Principal notifying the learner of the exclusion.

- All stages **MUST BE RECORDED ON THE DASHBOARD**. An appropriate **action plan** must record and monitor agreed targets for improvement. RAPS will support progress towards the agreed action plan
- Exclusion must be recorded on the dashboard and Information Services notified so that this outcome can be recorded on the learner data file. If the student is studying English or maths the Faculty Head must be kept informed as to their status.

#### Appeals Procedure

- The appeal will be held within 10 working days of receipt of the notice of appeal. If appropriate the learner's parents/employers will be notified of this meeting and invited to attend.
- The learner will be given at least 5 working days' notice of the appeal interview.
- The learner will be entitled to be accompanied by a friend or representative.
- The Assistant Principal or Faculty Head who excluded will be asked to respond to the appeal
- The Deputy Principal will make the decision based on the evidence presented at the appeal by both parties.
- The Deputy Principal may decide that:
  - No disciplinary action is necessary

- A lesser disciplinary sanction could be taken
- To uphold the decision
- A final decision will be confirmed, in writing, to the learner, parent/employer within five working days of the appeal interview if the learner is aged 18 or under. For learners aged 18 or over a letter is sent to them directly.

**Support and Quality Assurance**

If advice or practical help is needed with any part of the disciplinary process, staff are welcome to request this from the Assistant Principal. This will also help make the college-wide application of the Learner Behaviour Management and Disciplinary Procedures more consistent and objective.

The Assistant Principal will be responsible for promoting the consistent application of sanctions on a college-wide basis. It is therefore important that the dashboard is kept fully updated and any disciplinary action is recorded.

**Confidentiality and Record Keeping**

Staff involved in a learner incident investigation will almost certainly be handling sensitive personal data as defined by the Data Protection Act (DPA). It is therefore crucial that information relating to the process is dealt with in line with the DPA, maintaining acceptable levels of accuracy and confidentiality.

This would include, for example:

- Taking care to record information factually or in the form of substantiated, well-considered and attributed views rather than speculation and hearsay
- Disclosing personal information only to those who actually require it
- Storing or communicating personal information so that this is not generally accessible

Electronic records should be kept at all stages of the disciplinary process (as summarised in the Learner Behaviour Management and Disciplinary Procedures chart) and recorded on the learner Dashboard. This will ensure learners have been clearly warned when behaviour is unacceptable and as evidence that a fair and transparent process has occurred.

It is also important to note that learners are entitled to see or be given copies of all information kept in any storage system (whether paper or electronic) which is about them personally. They can make a request for this in writing to the Head of Data & Funding

Information on learners aged 18 or over should not be divulged to next of kin/employers unless consent has been gained from the learner, or in cases where there is a Safeguarding concern. Consult the Assistant Principal or a Designated Safeguarding Officer in such cases.

**Notes**

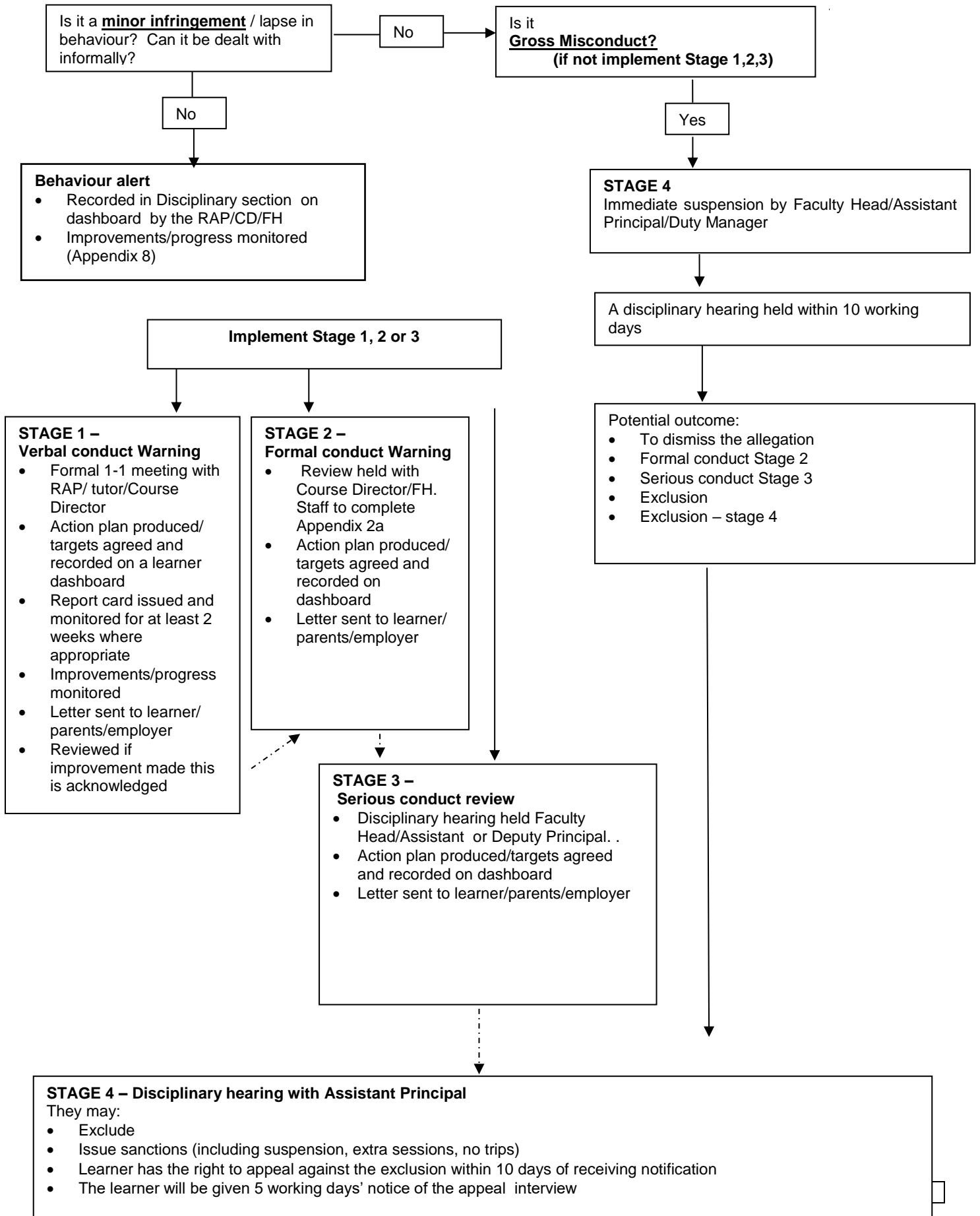
**Precedence**

In cases where staff and learner disciplinary actions coincide, the staff disciplinary action takes precedence and must be resolved before any learner disciplinary action.

Where a complaint is linked to a student disciplinary, the college reserves the right to suspend the Students Complaints Policy (Stu 2j) requirement to complete this process in the stated timeframe. It will be at the discretion of the lead investigating officer as to when that process will be completed in order that a thorough investigation can take place.

**Tutors**

In the event of disciplinary action involving a part-time learner who attends for less than six hours per week and may not have a tutor, the class lecturer or the course director will act as the tutor.





<b>SUMMARY OF THE LEARNER BEHAVIOUR MANAGEMENT AND DISCIPLINARY PROCEDURES Behaviour Alerts (BA) and Stages 1-4</b> <b>APPENDIX 2</b> <b>This summary is for learners, parents/carers and college staff</b> Note: Particularly good behaviour such as demonstrating a positive attitude, working very hard exceeding targets and exemplary attendance and punctuality, and/or producing excellent work must be recognised and recorded on the learners dashboard			
	Examples of types of behaviour applicable for each level	Action or sanctions that may be used	Who is responsible (Record needed)
<b>Informal</b>		<b>Negative comment on dashboard, conversation about the possible consequences,</b>	<b>The initiator</b>
<b>BA</b>	Trivial instances of misbehaviour which do not merit any formal action or record, e.g. <ul style="list-style-type: none"> <li>• continual lateness or not reporting an absence,</li> <li>• continual chatting, inappropriate language</li> <li>• Lack of respect and not upholding college values</li> <li>• missing first deadline,</li> <li>• drop in attendance</li> <li>• continually forgetting ID badge</li> <li>• hood up in college buildings</li> <li>• Hat or Coat in class</li> <li>• Eating in class</li> <li>• Not putting phone away</li> <li>• Litter dropping</li> <li>• Smoking/Vaping not in designated areas</li> <li>•</li> </ul>	Informal, verbal reminders that the behaviour is not appropriate. Learner is aware that behaviour will be recorded on dashboard	RAPs/CD to have 1:1 with learner and record in comments section of dashboard,
<b>1</b>	Verbal conduct Warning stage <ul style="list-style-type: none"> <li>• repeated behaviour alerts</li> <li>• Not wearing appropriate protective clothing (PPE);</li> <li>• refusal to tidy up or look for mislaid equipment;</li> <li>• general 'horseplay' in the classroom or workshop;</li> <li>• using mobile phones in class time without prior permission</li> <li>• smoking on campus outside the designated areas</li> <li>• spitting;</li> <li>• littering;</li> <li>• leaving class without permission</li> <li>• ignoring verbal warnings from staff;</li> <li>• any other problem deemed a disciplinary issue at this level by the tutor and agreed with the Course Director</li> <li>• Not having ID badge (repeatedly)</li> </ul>	Recorded verbal warning with action plan on dashboard Letter sent to parents/employer if under 18. Gain permission from learner to inform parent/employer if over 18	Course Director RAP to monitor
<b>2</b>	Written Warning (Formal Conduct review) <ul style="list-style-type: none"> <li>• Disruptive or aggressive behaviour to other/s (including taunting or use of abusive language);</li> <li>• infringement of H&amp;S guidelines (e.g. riding on pallet trucks);</li> <li>• persistent lateness without acceptable reason;</li> <li>• refusing to attend specific lessons or to complete required assignments/s;</li> <li>• cheating in assignments;</li> <li>• repeated refusal to work;</li> <li>• repetition of any level 1 incidents;</li> <li>• any other problem deemed a disciplinary issue at this level by the tutor and agreed with the Faculty Head</li> <li>• Allowing people to tailgate through barriers/doors</li> </ul>	Review with Course Director/FH Written warning to learner with Action Plan on dashboard Letter sent to parents/employer if under 18 Gain permission from learner to inform parent/employer if over 18 possible temporary suspension attending extra sessions Not attending trips	Course Director/Faculty Head RAP to monitor

3	<p>Serious Conduct review</p> <ul style="list-style-type: none"> <li>Using banned substances</li> <li>being under the influence or in possession of alcohol during college activities and / or on site;</li> <li>deliberate damage to building or equipment;</li> <li>setting off a hazard device (e.g. fire alarms);</li> <li>threatening behaviour or harassment of other/s;</li> <li>persistent refusal to work in the class or workshop;</li> <li>cheating in formal exams or tests;</li> <li>Repetition of any level 2 incident; any other problem deemed a disciplinary issue at this level by the tutor and agreed with the Head.</li> </ul>	<p>Action Plan on dashboard possible temporary suspension; Letter sent to parents/employer if under 18 Gain permission from learner to inform parent/employer if over 18 staff may call on external agencies (e.g. police, Exam Boards, CAMHs) attending extra sessions Not attending trips</p>	<p>Faculty Head/AP/DP RAP to monitor</p>
4	<p>Disciplinary hearing</p> <ul style="list-style-type: none"> <li>Dangerous conduct to other/s (e.g. violent, or very threatening, behaviour whether on site; attending a college activity / trip;</li> <li>possessing an offensive weapon in college</li> <li>serious breaches of Health &amp; Safety guidelines;</li> <li>stealing from others or from college premises;</li> <li>wilfully dangerous breaches of Health &amp; Safety guidelines;</li> <li>serious illegal activity (e.g. drug dealing, criminal assault or serious criminal damage)</li> <li>repetition of any level 3 incident; and any other problem deemed a disciplinary issue at this level by the Faculty Head</li> </ul>	<p>Possible removal of learner from all or a part of the programme; Exclusion or withdrawal</p> <p>Disciplinary hearing at college with Director of Student Experience/RAP in attendance at hearing; Action Plan on dashboard Transfer to alternative provision to be offered where appropriate or available. Possible exclusion from the college (for at least one year). Letter sent to parents/employer if under 18 Gain permission from learner to inform parent/employer if over 18 staff may call on external agencies (e.g. police, Exam Boards, CAMHs) Possible exclusion <b>Note:</b> The learner has the right to appeal against a final decision at this stage.</p>	<p>Assistant Principal to action, record and inform all parties All outcomes communicated to learner/parent/employer</p>

**IMPORTANT NOTE:** Misconduct can often be an indicator of a learner's need for support of some kind (whether personal, financial, to do with ill-health or any other) or can arise from cultural differences in views about what is acceptable behaviour. The disciplinary procedures and sanctions should NOT be set aside in such cases, but it is important to make sure that the appropriate support is made available, wherever possible, to alleviate any difficulties which may be contributing to the learner's misconduct.

**Appendix 2a**

**Supporting Information for Review Meeting  
General Report for a Review Meeting –**

Learner's Name: \_\_\_\_\_

Dept: \_\_\_\_\_

Course: \_\_\_\_\_

Tutor: \_\_\_\_\_ Date: \_\_\_\_\_

Please provide a written report on the above-names learner

Attendance: \_\_\_\_\_

Punctuality: \_\_\_\_\_

Attitude: \_\_\_\_\_

Attainment \_\_\_\_\_

General Comments:

**To be sent to all lecturers who teach the learner**

**SAMPLE LETTERS  
DISCIPLINARY NOTICE - STAGE 1**

**APPENDIX 3**

**BCoT HEADED PAPER**

Date

Address

Dear [*Name of Parent/Guardian or learner if 18 or over*]

This is to inform you that [*your son/daughter/you*] have been issued with a stage 1 verbal disciplinary warning as they have failed to meet the standards required of learners studying at Basingstoke College of Technology. (add reasons)

This disciplinary warning will be recorded on their file and dashboard. Failure to improve may lead to further disciplinary action and/or exclusion from their programme of study.

Yours sincerely

Course Director

Enc: Copy of Behaviour Management & Disciplinary Procedure

**SAMPLE LETTERS**  
**HEARING REQUEST LETTER - STAGES 2, 3 and 4****APPENDIX 3a****BCoT HEADED PAPER**

Date

Address

Dear *{Name of Parent/Guardian / Learner if aged 18 or over}*

This is to notify you that *[your son/daughter/you]* has failed to meet the standards and expectations required of learners studying at Basingstoke College of Technology.

*[The learner must be given an indication of the nature of the complaint and a summary of the evidence against them please type this here.]*

You are invited to attend a **{delete as appropriate Stage 2 or 3 or 4}** hearing to be held on \_\_\_\_\_ in \_\_\_\_\_ room \_\_\_\_\_ with your *[son/daughter]* and they may bring a friend or advocate to the hearing.

At the review hearing the Course Director/Faculty Head/Director will outline our concerns and present evidence to justify any subsequent proposed actions. Your *[son/daughter]* will be able to make representation in their defence if applicable.

I would be grateful if you could confirm your attendance and any other persons wishing to attend. Please contact *[insert details]*.

If we do not hear from you the hearing will take place in (son/daughters) absence and we will write to inform you of the outcome.

Yours sincerely

Faculty Head

Enc: Copy of Behaviour Management & Disciplinary Procedure

**SAMPLE LETTERS  
OUTCOME LETTER - STAGES 2 or 3**

**APPENDIX 4**

**BCoT HEADED PAPER**

Date

Address

Dear [*Name of Parent/Guardian / Learner if aged 18 or over*]

This is to inform you that, as a result of the recent conduct review meeting, your [*son/daughter*] is now on {**delete as appropriate** Stage 2 or 3 } of the college formal disciplinary procedure.

As agreed at the hearing, the following actions must be met:

- 1
- 2
- 3
- 4

Should your [*son/daughter*] require support to meet any or all of these action please ask them to discuss this with their course tutor or RAP

Failure to meet the agreed actions outlined above will result in further disciplinary action and may lead to permanent exclusion from the programme.

Yours sincerely

Faculty Head

Enc: Copy of Behaviour Management & Disciplinary Procedure

**SAMPLE LETTERS  
OUTCOME LETTER STAGE 4**

**APPENDIX 4a**

**BCoT HEADED PAPER**

Date

Address

Dear *[Name of Parent/Guardian]*

This is to inform you that as a result of the recent disciplinary hearing, your *[son/daughter]* is being excluded from *[his/her]* programme of study at BCoT.

You have the right to appeal to this decision within seven working days from the date of this letter. Appeals must be put in writing to:

Lorraine Heath  
Deputy Principal Curriculum and Innovation  
Basingstoke College of Technology  
Worting Road  
Basingstoke      RG21 8TN

If you appeal, an appeal hearing will be arranged within 10 working days and you will be given five working days' notice of the date of the appeal.

If no appeal is received within the time frame stated above your *[son/daughter]* will be withdrawn from their programme.

Yours sincerely

**Assistant Principal / Faculty Head**

# Respectful, Ready, Safe

## At BCoT we believe every student has a right to:

- Enjoy and achieve
- Make a positive contribution
- Be healthy
- Feel safe and stay safe
- Achieve economic and social well-being

## What you can expect from BCoT

- We will follow Government guidance to provide a Covid safe environment
- A thorough and appropriate induction programme to help you settle into college, get to know the staff and help you make friends.
- A course handbook which will give you general information about BCoT, including college rules and the information specific to your course.
- Screening and assessment to determine your learning needs.
- Individually negotiated learning support when necessary.
- Teachers who are committed to your learning and are good at teaching their subjects.
- Regular meetings with your tutor/RAP Tutor to discuss and track your progress.
- Courses that are interesting, well planned and organised.
- Lessons that stimulate learning and are interesting.
- Your work marked promptly.
- Careers guidance, employment support, welfare support, financial guidance and support with personal matters.
- Good classrooms, IT facilities and resources to support learning.
- Having your voice and opinion heard – through student representation, student parliament and the student union.
- The right to fairness and equality in the way you are treated.
- The opportunity to take part in and enjoy student life through activities and events outside of core learning.
- The opportunity for personal development and improved employability skills.

## What we expect from you

- To ensure you follow guidance around social distancing
- Treat all members of the college community with respect at all times, valuing differences and diversities.
- The college operates a zero tolerance on intimidation, bullying and violent behaviour.
- Good attendance and punctuality for all aspects of your Study Programme. There needs to be a good reason for any absence which needs to be reported promptly and on each day of absence in line with the college policy.
- Wear your lanyard at all times. It is against college policy to allow people through doors/gates with your badge, this will result in disciplinary action.
- Completing your work on time and to the best of your ability.
- Good behaviour and respect to others.
- Taking care of our college environment for your own benefit and the benefit of others.
- Respecting everyone's right to make good progress in every lesson.
- Using the college services to help you succeed.
- Stay safe and help keep others safe.
- Respect your environment and recycle wherever possible.
- Seek help if you need it.



## Study Programme

- Attend all timetabled classes and be punctual to all sessions. This includes attendance to the personal development and flipped learning, one-to-ones and industrial placements as well as the vocational area. Personal development activities also need to be undertaken as part of the programme. Failure to attend any of these will trigger the disciplinary process and could put your place at college at risk.
- Attend all English and Maths classes and be punctual to all sessions (if this is part of your programme of study). Failure to attend any of these will trigger the disciplinary process and could put your place at college at risk.
- Do not organise holidays during term time.
- Whilst we value the skills and experience that students can develop through a part-time job, we are keen to ensure that any paid employment does not have a negative impact on students' progress. We strongly recommend that students do not work more than 10 hours in a week. Studies have shown that working more than this amount will have a detrimental effect on students' results.
- Set aside an appropriate amount of time for private study, in accordance with the level of the course and the recommendation of the tutor.
- Be prepared. Bring pen, paper and any other identified necessary resources to every class, including PPE.
- Meet all homework and assignment deadlines.
- Only have your earphones in/or phones on if your tutor has given permission.
- Switch off mobile phones in class, workshops and the LRC. Phones will be confiscated if used inappropriately.
- Do not consume food or drink in class, workshops and the LRC – bottled water may be allowed at the discretion of the tutor.
- Hoods down in all college buildings
- Do not wear hats or hoods in the class, workshops and the LRC.
- Adhere to all exam regulations.
- Always leave classrooms/workshops tidy/how you would like to find them.
- Complete your course, be successful and celebrate your success.

## Around College

- No smoking anywhere on the college site other than the designated smoking areas on the South and North site. Learners under 16 are prohibited from smoking on college grounds.
- Adhere to the college's drugs policy.
- Do not use foul or offensive language.
- Do not spit anywhere.
- Do not play ball games on college property.
- Drive vehicles on the campus within the defined speed limit and with consideration for other users.
- Do not park illegally, eg always park in the designated parking bays.
- Do not sit in the corridors and keep noise levels to a minimum.
- Take responsibility for keeping the college tidy by not dropping litter and by caring for the environment.
- Dress appropriately and in a way that does not cause offence, threat or insult to others.
- Always act to ensure the health, safety and welfare of yourself and others by following health and safety guidelines.
- Failure to comply with any of the above will lead to the disciplinary process being followed and could result in you losing your place at the college.



## Your ID badge and site access

From September 2019, Basingstoke College of Technology (BCoT) is implemented new procedures for all people coming into college.

Your cooperation and adherence to the rules for site access will make a big difference and help us all in ensuring that BCoT remains a safe and secure environment for everybody learning and working here.

You must wear your ID badge visibly at all times when in college.

Your ID badge gives you unlimited access to the college during term-time whilst you remain a current student. Access during holiday periods is possible by arrangement.

### Terms and conditions for the issue of Student ID badges

1. You must use one of the speed-gate entrances to come into college, except C and D blocks.
2. You will need your ID badge to enter college and move around when in.
3. You will also need your ID badge for registration at the start of each lesson.
4. If you forget your badge you can obtain a working temporary badge which will be valid for one day. You will need to leave a £2 deposit, or item of value, and return your temporary badge at the end of the day and collect your deposit.
5. You are limited to three temporary badges in an academic year. After that you will need to either return with your badge or buy a replacement (cost £5.00).
6. You must not attempt to gain access to the college without your ID badge.
7. You should never be without your ID badge when you are in college.
8. You must not give your ID badge to anyone else to use.
9. You must not attempt to help anyone without a valid badge to gain access to the college.
10. Any student not complying with these terms and conditions will face an automatic suspension.

### Declaration

I confirm that I understand these terms and conditions and that I will comply with them whilst I am a student at BCoT.

---

**First name**

**Surname**

**Signature**

**Student  
Reference  
Number**