



Student Code of Conduct 2026/27

1. Introduction and Core Philosophy

All students at the College have chosen to continue in full-time education beyond the age of 16. As such, they are welcomed into our community as young adults who are expected to show consideration for others and display a high level of commitment in everything they undertake.

Every member of our College community shares the responsibility of ensuring that our campus remains safe, calm, focused, and ordered. Adherence to these rules is how we guarantee every student's right to an exceptional education as outlined in the College Charter.

1.1 Strategic Aims

The aims of this Code of Conduct are:

- To protect the individual rights and psychological safety of the students and staff within our College community.
- To ensure acceptable, professional standards of behavior are maintained across all areas of the campus.
- To maintain a safe, inclusive, and productive environment for work and study.
- To enforce high levels of attendance, recognising active presence as a vital component of safety, wellbeing, and academic success.
- To enable each student to fulfill their Learning Agreement through proactive, personalised academic support rather than punitive barriers.
- To support students as they assume meaningful responsibility for their own learning, emotional regulation, and behavior.

- To foster a culture of mutual respect for oneself, others, and college property.
- To work in partnership with parents/guardians to build a unified student support network.
- To ensure that the reputation and professional standards of the College are upheld.

2. Foundational Expectations

2.1 Safeguarding

Safeguarding in this environment is everyone's responsibility. All students are strictly required to visibly wear their college issued lanyard at all times while on campus and must promptly report any concerns regarding safety and wellbeing to a member of staff. Visibly wearing a lanyard is a vital security measure that allows the College to instantly identify authorised individuals, prevent unauthorised campus access, and maintain a secure environment to protect our entire community.

2.2 Attendance and Punctuality

- **Mandatory Attendance:** It is a strict College requirement that students attend all timetabled classes.
- **Daily Monitoring:** Absences are followed up with parents/guardians on a daily basis via an automated notification system.
- **Student Accountability:** Students can access their personal attendance records via Cristalweb. It is the student's sole responsibility to identify, catch up on, and complete any academic work missed due to absence.
- **Statutory Reporting:** If a student is absent from lessons for a continuous 3 week period, the College is statutorily required to report this to external agencies.

2.3 Professional Classroom Behaviour

Students must arrive at every lesson promptly and ready to learn. They are expected to:

- Be dressed appropriately for an educational environment.
- Possess the required learning resources to engage fully with their lessons.
- Interact with staff and peers in a respectful, mature manner appropriate to post-16 education.

3. Supporting Student Success: The CARE Framework

The CARE approach is designed to help students overcome barriers to learning and fulfill their academic potential. When a need, challenge, or barrier is identified, staff will consider a range of referrals and interventions.

This process is separate to that of misconduct which is featured in section 4 of this document. Students are supported through a range of targeted interventions, provided they actively participate. Continuous failure to engage with the support offered by the College may result in escalation to Section 4: Misconduct.

3.1 Available Interventions and Support Options

To provide comprehensive care, the College utilises a variety of interventions, including but not limited to:

Support Category	Possible Interventions Available
Academic & Mentoring	Learning Mentor 1-to-1s , Teacher 1-to-1s , Structured Study Groups , Subject-specific workshops , Staff Mentoring.
Special Educational Needs (SEND) & Adjustments	Support Plans , Assessment and Evidence for Access Arrangements , Timetable adjustments , Deadline extensions , Reasonable Adjustments to meet SEND or other specific needs.
Wellbeing & Pastoral Care	Counselling , SPA (Student Progress Advisor) support and guidance , ELSA , TALA , Risk Assessments and Safety Plans.
Collaborative & External Support	Team around Student Meetings , Parent/Teacher consultations , External Agency Referrals (e.g., CAMHS, Social Care, Police).

3.2 Stakeholder Roles in the CARE Framework

- **Student Expectations:** The College actively engages parents and students when support needs are established. Students are expected to constructively engage with their learning, maintain attendance, and embrace the support offers provided.
- **The Parental Role:** Parents or guardians play a vital role in ensuring interventions are successful. Active engagement with the student's SPA, Learning Mentor, and Teachers helps provide an effective, wrap-around care network.
- **Mandatory Parent Consultation:** The College will always formally engage parents or guardians regarding matters involving a breach of the Code of Conduct or safeguarding concerns.

4. Levels of Misconduct

4.1 Initial Actions

Staff or students should report any concerns regarding behavior at the earliest possible opportunity to a member of staff.

Once a concern is raised, an official investigation is initiated by a Pastoral Leader or Pastoral Director to determine whether the concern meets the threshold for Misconduct or Gross Misconduct. To ensure psychological and physical safety, students may be separated during the investigative stage.

4.2 Misconduct

Misconduct involves behaviors that disrupt the learning environment, violate community standards, or breach college policies. Key categories include:

- **Digital Misconduct:** Inappropriate use of college IT infrastructure. This includes unauthorized system access, downloading or distributing offensive, discriminatory, or pornographic material, and sending abusive digital messages. This also includes digital identity theft, for example using someone else's log-in.
- **Academic Integrity:** Plagiarism or copying work from peers, textbooks, or the internet completely undermines student potential and violates academic trust. Quoting sources is acceptable only when explicitly acknowledged and correctly cited.
- **Vehicle Safety and Parking:** Students driving to college must purchase an authorised student car park permit (subject to strictly limited availability). The college car park is a highly pedestrianised area. Speeding, reckless driving, anti-social behaviour, or the misuse/falsification of a permit will be treated as an immediate act of misconduct, resulting in the permanent revocation of parking privileges alongside formal conduct interventions.
- **Learning Behaviour:** Students are expected to display high standards of classroom behaviour to preserve a productive learning environment. Behaviors

that will be challenged in the classroom include, but are not limited to: phone or device misuse, lateness, plagiarism, disruptive behavior, failure to complete classwork, inappropriate classroom discussion/language, and non-submission of homework. Students must take proactive responsibility for their academic success. Continued or wilful non-engagement will be regarded as misconduct.

4.3 Gross Misconduct

Gross Misconduct constitutes severe breaches of safety, law, or trust that fundamentally damage the student's relationship with the College. This includes:

- Endangering site security: by enabling access by unauthorised people.
- Intimidating, violent, or dangerous behavior.
- Actions resulting in a breakdown of trust or bringing the College into disrepute.
- Theft of or damage to college resources or the property of community members.
- Substance Boundaries: The college is entirely smoke-free; smoking or vaping is strictly confined to the designated smoking area. Being under the influence, or in possession of; alcohol or illegal, unauthorized, or controlled drugs or associated paraphernalia, on the college campus is prohibited under any circumstances.

5. Peer-on-Peer Abuse Framework

Accusations of peer-on-peer abuse follow the standard disciplinary process. Behaviors are assessed across three distinct thresholds (applying to both in-person and online activities, whether on-site or away from the college premises):

[Level 1: Resolution]

- └— Friendship breakdown
- └— Unfriendly behavior
- └— Unwelcome interaction

[Level 2: Misconduct Threshold]

- └— Repeated Level 1 behaviors
- └— Inappropriate language/discussion causing offense
- └— Unwanted behavior directed at another student

[Level 3: Gross Misconduct Threshold]

- └— Physical abuse or sexual misconduct
- └— Sustained, unwanted behavior (stalking/harassment)
- └— Clear evidence of discriminatory behavior
- └— Any behavior intended to cause harm or offence

(Note: Categorisations are determined by the Pastoral Leader or Pastoral Director based on investigation.)

6. The Disciplinary Process

To ensure procedural fairness, transparency, and clarity for external stakeholders, the College follows a structured three-stage disciplinary process:

Stage 1: Investigation

Following the report of a concern regarding behavior, a Pastoral Leader or Pastoral Director conducts an investigation to establish the facts, gather evidence, and assess potential risks and/or mitigations. They will establish whether other agencies need to be informed.

Stage 2: Precautionary Suspension

Once risks are established, it may be necessary to suspend the student's access to the college campus.

(Procedural Note: Suspension is applied strictly as a neutral, safeguarding measure to ensure individual and community safety while the investigation is finalised. It does not constitute a prejudgment of guilt or a formal disciplinary sanction.)

Stage 3: The Disciplinary Meeting

If the investigation determines a formal threshold of misconduct has been met, a Disciplinary Meeting will be scheduled. The student and their parent/guardian will receive a formal invitation to attend this meeting with the Assistant Principal Pastoral, who holds the authority to determine the final outcome and any subsequent disciplinary interventions.

Stage 4: Appeals

Where a student is permanently excluded they may appeal against the decision to the Principal. The appeal should be lodged in writing within 5 working days of the Disciplinary Meeting decision.

If an appeal hearing is granted, the student may be accompanied by their parent or guardian to an appeal meeting.

The decision at appeal is final.