



“Inspiring learning, developing character, building futures”

Student Support Policies and Procedures

Positive behaviour policy and disciplinary procedures

Aim: To create a safe and secure environment and promote positive behaviour to ensure that all students are supported to be successful at college and in their future careers.

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Positive behaviour policy and disciplinary procedures

1. Introduction	3
2. Scope	4
3. Positive behaviour approach	4
4. Formal disciplinary procedures	6
4.1 General principles	6
4.2 First formal warning	6
4.3 Second formal warning	8
4.4 Final warning	9
5. Disciplinary reviews	11
6. Suspension procedure	11
7. Permanent exclusion	12
8. The appeals procedure	12
9. Right to search	13
10. Use of reasonable force	13
11. Recording	15
12. Other related policies	15

1. Introduction

(i) The college mission is “Inspiring learning, developing character, building futures”. The purpose of this policy is to deliver the mission by encouraging and motivating all students towards positive behaviours. The college’s positive behaviour approach will:

- encourage students to develop self-confidence and self-discipline
- enable all students to learn in a safe and enjoyable environment
- prepare students for successful education and careers after college
- allow teachers to teach

(ii) The policy outlines the high expectations we have of our students’ behaviour and the consequences of failing to meet those expectations. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their college years.

(iii) The first step to promoting positive behaviour is to lead by example. Our core values underpin everything we do as a college and all staff, volunteers and visitors are expected to model the core values of:

- **Respect** - for ourselves, for others, for the rule of law, for the environment
- **Excellence and High Aspirations** - striving to be the best we can be
- **Support** - helping everyone to succeed
- **Inclusion** - valuing everyone individually
- **Integrity** - acting according to our values and promises
- **Global Citizenship** - being active in improving our world and broadening horizons
- **Enthusiasm** - learning because we love to learn, teaching because we love to teach

(iv) All staff will ensure that behaviour and discipline are consistent across the college. This means that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately and without discrimination. We will take into account Special Educational Needs and Disabilities (SEND). Where it is felt that poor behaviour may directly result from a disability, the Head of Student Support will be consulted, and the Fitness to Study policy may be applied.

(v) Blackpool Sixth recognises that disruptive behaviour can often be an indication of unmet social/emotional needs. However, we also believe that students are responsible for the choices they make and therefore must take responsibility for the subsequent consequences as a result of their choices. Response to concerns regarding a student’s behaviour will always focus on exploring and identifying the reasons for poor behaviour and not on excuses. Factors that are influencing poor behaviours such as learning difficulties, disabilities, personal or family problems will be considered but may not excuse unacceptable behaviour. In such cases, early intervention is essential to reduce the need for a subsequent disciplinary action.

(vi) The Blackpool Sixth Expects document (see appendix 1) is given to all students during induction. The Expects document provides details of the college’s standards of behaviour. A student who departs from the required standards of behaviour could face disciplinary action, including permanent exclusion in serious cases.

(vii) Students are responsible for their own behaviour in college, however, we recognise that

parents/carers play a big role in promoting high standards. We ask parents and carers to be prepared to attend meetings with staff to discuss behaviour and to support any strategies that are put in place. Staff at college will work together with students and their parents/carers in identifying unmet needs and finding positive solutions to any instances where students are not meeting expectations. However, some offences may be serious enough for formal disciplinary action to be taken without informal interventions.

(viii) We encourage parents/carers to communicate with the college if they have a concern about their daughter/son/ward's behaviour, and we will do as much as possible to support parents/carers as and when they need it.

2. Scope

(i) This policy and its associated procedures apply to all students at the college and to prospective students when at college. This policy also applies to student behaviour away from college if the reputation of the college is compromised and/or the behaviour has a negative impact on college activity or other students.

(ii) Teachers are responsible for managing behaviour in the classroom, but all staff will challenge any person whose behaviour is not in line with the college's core values or expectations whilst on the college site or taking part in college organised activities.

(iii) There is a separate Assessment Malpractice and Plagiarism Policy to deal with assessment misconduct such as plagiarism which is aligned to this policy.

3. Positive behaviour approach

(i) Promoting positive behaviour is based on clear expectations, recognition, effective challenge, support and consequences that are implemented consistently. All staff at college will:

- clearly identify values and behaviours which are constructive, respectful, supportive and are associated with high levels of engagement in learning
- promote good relationships between students and staff based on mutual respect, integrity and trust
- have an uncompromising focus on learning and achievement, and developing self-confidence and self-discipline
- look for the positive and find opportunities to praise and reduce the public attention paid to students who are not on task
- challenge inappropriate behaviour in a respectful way
- de-escalate situations by dealing with situations in a firm but calm way

(ii) Students may be issued with a caution as a result of not meeting the Blackpool Sixth expectations, as outlined in the Blackpool Sixth Expects document. It is not expected that a caution will be issued for all cases of minor misconduct or classroom management issues but that they will be issued where a previous discussion or intervention with a student has not resulted in improved behaviour.

Examples of behaviour that may lead to a caution if previous intervention has not resulted

in improvement:

- absence, where it is not notified or reasonably explained
- poor punctuality
- late or non-submission of course-related work/assignments/directed study
- disrupting the learning of others
- lack of effort/enthusiasm such as not participating fully in learning activities
- lack of preparation for lessons such as not bringing the correct equipment
- use of inappropriate language
- minor cases of misconduct
- minor cases of disrespectful behaviour to other students, staff or visitors
- minor cases of misuse of the internet/IT equipment/mobile phones
- inappropriate use of mobile devices when in class or on college premises
- minor cases of misuse of facilities
- eating/drinking/smoking in inappropriate areas of the college
- persistently forgetting or not wearing the membership card

The above examples are not exhaustive or exclusive and some offences may be serious enough for formal disciplinary procedures to be taken without informal interventions (see section 4).

(iii) Cautions can be issued by any member of staff and a student may be in receipt of multiple cautions. Caution(s) can still be issued if a student is in receipt of a formal warning (section 4).

(iv) A caution is usually given to the student by the member of staff in person. If this is not possible, due to student absence, the student will be informed of the issue of the caution via phone or email as soon as possible.

(v) The reason for the caution and targets/expectations will be recorded on EMRIS (the college's online registration and tracking system).

(vi) If the student does not demonstrate any significant improvement in meeting the targets of a caution then further action may be taken in the form of an additional caution with updated interventions/targets or escalation to a formal disciplinary procedures.

4. Formal disciplinary procedures

4.1 General principles

(i) Normally the formal disciplinary procedures will be escalated in the order set out below.

- First formal warning
- Second formal warning
- Final warning
- Permanent exclusion

(ii) Throughout the disciplinary procedures, a student has the right to be advised of the reason for any meeting. If a student fails, without good reason, to attend a meeting which they have been advised to attend, the meeting can take place and a decision may be made in the student's absence.

(iii) At any stage during the procedure a student may be suspended by the College Lead, or Deputy Lead, for Safeguarding and Behaviour, or a member of the leadership team acting on their behalf, whilst an investigation is carried out, following the suspension procedure as outlined in this policy.

(iv) Consideration will always be given to mitigating or extenuating circumstances such as learning difficulties or disability and serious personal or family problems. However, these factors may not excuse unacceptable behaviour.

(v) All warnings will include reasons and details of targets/expectations as well as any identified areas of support for the students to achieve these targets. This will be agreed as part of a disciplinary meeting.

(vi) Parent(s)/carer(s) will be informed in writing whenever formal disciplinary action is taken.

(vii) Students have the right to appeal the outcome of a formal disciplinary hearing.

4.2 First formal warning

(i) A first formal warning can be issued by a Pastoral Mentor, Pastoral Lead, Route3 Co-ordinator, Assistant Head of Department, Deputy Lead for Safeguarding and Behaviour and any member of the leadership team.

(ii) Students will progress to a first formal warning as a result of not demonstrating any significant improvement in meeting the targets of previous caution(s) or if there is misconduct deemed a serious concern (see below).

(iii) Examples of behaviour that may lead to a first formal warning:

- persistent poor attendance, where absence is not notified or reasonably explained
- persistently poor punctuality

- continued late or non-submission of course related work/assignments
- persistently disrupting the learning of others
- moderate cases of disrespectful behaviour to other students, staff or visitors
- moderate cases of misuse of the internet/IT equipment/mobile phone
- moderate misuse of college facilities
- failure to comply with the expected student standards of behaviour
- minor breach of health and safety regulations

The above examples are not exhaustive or exclusive and offences of a similar nature will be dealt with under this procedure.

(iv) There will be a disciplinary meeting held with the student and the staff member issuing the warning (see above). Other staff and the student's parent(s)/carer(s) may be invited to attend to support the process but this is not a requirement.

(v) The member of staff will state clearly the reasons for the meeting and confirm the possible outcomes. The student will be given time to express their views and outline any individual circumstances to be considered.

(vi) If the student fails, without good reason, to attend a disciplinary meeting as requested, the meeting may take place, and disciplinary decisions made in the student's absence

(vii) Possible outcomes:

- first formal warning
- issue a caution
- in rare circumstances the outcome may be that there is no case to answer

(viii) Students and their parent(s)/carer(s) will be informed, in writing, of the outcome of the meeting and will receive a copy of the associated warning and targets/expectations and support.

(ix) Pastoral mentors will monitor the progress made by students against associated targets/expectations.

(x) Students will remain on a first formal warning, unless a disciplinary review makes the decision to remove the warning. See section 5.

4.3 Second formal warning

(i) A second formal warning can be issued by a pastoral lead, Route3 Co-ordinator, Assistant Head of Department, Deputy Lead for Safeguarding Behaviour or any member of the leadership team.

(ii) Students may only progress to a second formal warning as a result of not demonstrating any significant improvement in meeting the targets/expectations of a first formal warning or as an outcome of a formal disciplinary hearing (see section 4.4).

(iii) There will be a disciplinary meeting held with the student and the staff member issuing the warning (see above). Other staff and the student's parent(s)/carer(s) may be invited to attend to support the process but this is not a requirement.

(iv) The member of staff will state clearly the reasons for the meeting and confirm the possible outcomes. The student will be given time to express their views and outline any individual circumstances to be considered.

(v) If the student fails, without good reason, to attend a disciplinary meeting as requested, the meeting may take place, and disciplinary decisions made in the student's absence

(vi) Possible outcomes:

- second formal warning
- re-issue/extend the first formal warning
- issue a caution
- in rare circumstances the outcome may be that there is no case to answer

(vii) Students and parent(s)/carer(s) will be informed, in writing, of the outcome of the meeting and will receive a copy of the associated warning and targets/expectations and support.

(viii) Pastoral mentors will monitor the progress made by the students against associated targets/expectations.

(ix) Students will remain on a second formal warning, unless a disciplinary review makes the decision to remove the warning. See section 5.

4.4 Final warning

(i) Students can only progress to a final warning as an outcome of a formal disciplinary hearing (see below).

(ii) A formal disciplinary hearing will be arranged as a result of not meeting the targets set in the second formal warning or as a result of an act of alleged gross misconduct. In cases of gross misconduct a student may be suspended with immediate effect for a period of normally no longer than 5 college days.

(iii) Examples of gross misconduct:

- bullying, intimidation, abuse, the use of violence or threats of violence in any form e.g. verbal, physical, via email etc.
- serious violation of the college's rules and expectations
- sexual, racial or homophobic harassment of another student or member of staff
- extremely abusive behaviour towards another student or member of staff
- theft or unauthorised possession of any property or facilities belonging to a student, the college, or any employee of the college
- serious damage deliberately carried out on college property
- allowing a non-member of college to gain access to the premises using their own membership card
- refusal to carry out reasonable instructions of a member of staff
- in possession and/or under the influence of a controlled drug (see substance misuse policy) on the college site or on any activity associated with the college
- any possession of illegal items, including drug-related paraphernalia or weapons
- a criminal offence, which may adversely affect the college's reputation
- failure to comply with the conditions of a special leave request
- conduct which could threaten the health and safety of others
- an extended period of poor attendance, where absence is not notified or reasonably explained
- refusal to attend an external exam/assessment without reasonable explanation
- non-completion of essential work that would result in a student failing their course/programme of study, without reasonable explanation

The above examples are not exhaustive or exclusive and offences of a similar nature will be dealt with under this procedure.

(iv) A member of the college leadership team or the Deputy Lead for Safeguarding and Behaviour will be appointed as the investigating officer and chair of the formal disciplinary hearing. The meeting will be attended by a disciplinary panel which will consist of the chair and a second member of the leadership team. Other members of staff may be invited to the meeting, as relevant.

(v) Prior to the formal disciplinary hearing, students and their parent(s)/carer(s) will receive a formal invitation. The invitation will include details of the reasons for the hearing and confirmation of the possible outcomes. The student will be given a copy of the college's positive behaviour policy and disciplinary procedures. If the student requests extra time to prepare their case, the hearing may be put back for a period not longer than 5 college days.

(vi) A student may only be accompanied by parent(s)/carer(s) and/or a member of staff acting as the student's advocate at the disciplinary hearing. If a student wishes another representative to attend this must be approved by the senior leadership team.

(vii) If the student fails, without good reason, to attend a formal disciplinary hearing as requested, the meeting may take place, and disciplinary decisions made in the student's absence.

(vii) At the formal disciplinary hearing, the chair will state the reasons for the meeting and give a summary of the supporting evidence. The student will have the opportunity to present their case and any supporting evidence.

(ix) Possible outcomes of a formal disciplinary hearing:

- permanent exclusion (see section 7)
- final warning
- second formal warning
- first formal warning
- re-issue/extend a current formal warning
- Issue a caution
- In rare circumstances the outcome may be that there is no case to answer

(x) The outcome of the formal disciplinary hearing will be decided by the disciplinary panel and recorded on EMRIS. The student and parent(s)/carer(s) will be informed of the outcome in writing.

(xi) A final warning will include what action the college will take in the event of a student failing to fulfill the conditions of this warning.

(xii) If a student fails to fulfill the conditions set in a final warning the disciplinary panel will reconvene to decide on further action. This is may be permanent exclusion.

(xiii) A student has the right to appeal against the outcome of the formal disciplinary hearing. Appeals must be made in writing to the Deputy Principal within 5 working days of notification of the outcome of the disciplinary hearing. See section 8.

5. Disciplinary reviews

- (i) Pastoral mentors will monitor the progress made by the students against associated targets/expectations. If a student shows sustained improvement, and/or have met the targets/expectations of a formal warning then the warning may be reduced as an outcome of a disciplinary review.
- (ii) A disciplinary review will be undertaken by the student's pastoral mentor and a member of the college leadership team and/or pastoral leadership team for students on a first or second formal warning. Students on a final warning will be reviewed by the College Lead and Deputy for Safeguarding and Behaviour.
- (iii) The possible outcomes of the review:
- remains on the same warning with revised targets/expectations and support.
 - move down a warning with revised targets/expectations and support.
 - removal of formal warning
- (iv) The outcome of the review will be communicated to the student by their pastoral mentor.
- (v) Parent(s)/carer(s) will be informed of the outcome of the disciplinary review in writing.

6. Suspension procedure

- (i) Suspensions will normally be carried out by the College Lead, or Deputy Lead, for Safeguarding and Behaviour, the senior leadership team or a member of the leadership team acting on their behalf.
- (ii) Parent(s)/carer(s) will be informed of the suspension immediately or as soon as practicable and arrangements will be made for the student to return home safely.
- (iii) A suspended student will be advised that any attempt to enter the college site during this period will be regarded as a serious breach of discipline.
- (iv) The student's pastoral mentor, relevant heads of department, teachers, the senior leadership team, Head of Estates and reception team will be informed of any student who has been suspended.
- (v) During the period of suspension teachers will be required to provide work for the student to complete until the date of the formal disciplinary hearing.
- (vi) A written copy of the reasons for the suspension will be sent to the student and a copy will be sent to the parent(s)/carer(s) along with a copy of the positive behaviour policy and disciplinary procedures.

(vii) A formal disciplinary hearing will normally be arranged within 5 college days of the suspension, unless there are exceptional circumstances.

(viii) During a suspension a student may be permitted to attend college for any external examinations but will be required to report to reception and be supervised at all times.

7. Permanent exclusion

(i) A student may be excluded if the student fails to comply with the targets/expectations in a final warning or as an outcome of a formal disciplinary hearing . See section 4.4

(ii) Students and parent(s)/carer(s) will be informed, in writing, of the reason for permanent exclusion and will be offered support and signposted to support provided from other agencies, as relevant.

(iii) The student's pastoral mentor, relevant heads of department, teachers, the senior leadership team, Head of Estates and reception will be informed of any student who has been permanently excluded from college.

(iv) A student has the right to appeal a permanent exclusion, under the appeals procedure.

8. The appeals procedure

(i) A student has the right to appeal against permanent exclusion or the outcome of a formal disciplinary hearing. Students and parent(s)/carer(s) will be informed of this right in writing.

(ii) If a student wishes to appeal, they must do so in writing to the Deputy Principal within 5 working days of notification of the warning, unless there are individual circumstances preventing this timescale being met such as college holidays or a religious festival.

(iii) The appeal letter must include full details of the grounds of appeal and full evidence in support of the appeal request.

(iv) Potential grounds of appeal could include that:

- new evidence has come to light that should be considered
- the sanction imposed is perceived as too severe or disproportionate
- there was perceived unfairness or bias among the original decision-makers
- college policy/procedures were not followed

(v) An appeal hearing will usually be held within 5 working days of receipt of the request. The student and parent(s)/carer(s) will be informed in writing of the date, time and place of the appeal hearing and the reasons for their exclusion. If the student requests extra time to prepare their case, the hearing may be put back for a period not longer than 5 working days.

- (vi) An appeal hearing will be conducted by a panel consisting of at least one member of the senior leadership team, acting as chair, and a second member of the leadership team.
- (vii) A student may only be accompanied by parent(s)/carer(s) or a member of staff acting as the student's advocate at the appeal hearing. If a student wishes another representative to attend this must be approved by the senior leadership team.
- (viii) The student and parent(s)/carer(s) will be informed in writing of the outcome of the appeal within 5 working days of the appeal hearing.
- (ix) During the process of an appeal a student may only be permitted to attend college for external examinations but will be required to report to reception and be supervised at all times.

9. Right to search

- (i) In line with legislation the staff at Blackpool Sixth reserve the right to search students if they have reason to believe that they are carrying offensive weapons, illegal substances or anything that has been, or is likely to be, used to cause injury or commit an offence.
- (ii) Searches will be carried out by two trained members of the safeguarding team or estates team (the person doing the search and a search witness).
- (iii) Before any search is undertaken consent will be sought from the student. If consent is refused, this will be recorded and taken into consideration as part of any disciplinary meeting.
- (iv) When being searched, students will only be required to remove "outer clothing" such as coats and jumpers. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- (v) It is not necessary to inform parents/carers before a search takes place or to seek their consent to search. However, parents/carers will always be informed as soon as possible after a search has taken place or if a search has been refused.
- (vi) If inappropriate articles are found, they will be confiscated. If these items are dangerous they will be disposed of safely by the Head of Estates.

10. Use of reasonable force

- (i) There are circumstances when it is appropriate for staff in college to use reasonable force to safeguard children and young people.
- The decision on whether or not to use reasonable force to control or restrain a young person is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

- All members of college staff have a legal power to use force (Section 93, Education and Inspections Act 2006) and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- The senior leadership team will support staff if they use this power in the right way.
- Colleges do not require parental consent to use force on a child or young person. (Use of reasonable force, Department for Education, July 2013)

(ii) When can reasonable force be used?

- Reasonable force can be used to prevent children or young people from hurting themselves or others, from damaging property, or from causing disorder.
- In a college, force is used for two main purposes – to control children or young people or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff should not intervene if they may become harmed themselves.
- A member of staff deciding to use a physical intervention must always do so in the best interest of the child or young person and those around them. The amount of force used must be reasonable, proportionate and necessary - the degree of force used must be the minimum required in the circumstances for the shortest possible time.
- We acknowledge our legal duty to make reasonable adjustments for children or young people with special educational needs or disabilities (SEND).
- Some situations may be best dealt with specifically by either male or female staff, to maintain the dignity of those involved although it is recognised that this might not always be possible.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

a]Colleges can use reasonable force to:

- remove disruptive children or young people from the classroom where they have refused to follow an instruction to do so;
- prevent a child or young person behaving in a way that disrupts a college event or a college trip or visit;
- prevent a child or young person leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others or poses a risk to the safety of others;
- prevent a child or young person from attacking a member of staff or another student, or to stop a fight; and
- restrain a child or young person at risk of harming themselves through physical outbursts.

b]Colleges cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

11. Recording

(i) Accurate records of all disciplinary action, including the reasons for the action and details of targets/expectations will be recorded on EMRIS.

12. Other related policies

- Attendance policy
- Assessment and malpractice policy
- Fitness to study policy
- Online safety policy
- Safeguarding and child protection policy
- Special educational needs and disability policy
- Special leave policy
- Substance misuse policy
- Visits and residentials policy
- Work placement policy



Blackpool Sixth *Expects*

This document aims to make more explicit what is at the heart of our Blackpool Sixth community – the respect we have for each other and the way in which our core values and British values are embedded into all we do. Embedding these values in all we do will benefit both the college and the wider community.

Our Mission:

Inspiring learning, developing character, building futures

Our core values

The core values underpin everything we do as a Sixth Form:

- Respect - for ourselves, for others, for the rule of law, for the environment
- Excellence and High Aspirations - striving to be the best we can be
- Support - helping everyone to succeed
- Inclusion - valuing everyone individually
- Integrity - acting according to our values and promises
- Global Citizenship - being active in improving our world and broadening horizons
- Enthusiasm - learning because we love to learn, teaching because we love to teach

British values

- **Democracy** - Democracy is at the centre of what we do. We actively consult with our student representatives to gather student views and feedback on key college policies that affect the student body.
- **Rule of law** - All members of the college community are accountable to the law and the Blackpool Sixth standards, enforced and applied in a fair manner.
- **Individual liberty** - The right to act, believe and express yourself, whilst respecting the rule of law and college core values/standards.
- **Mutual respect** - Everybody working together, in order to create a strong community ethos which celebrates diversity and respects individual's rights for a learning environment free from discrimination or harassment.

Blackpool Sixth Standards

Aspect of behaviour	Expected standard of behaviour	Why this is important
1. Attend fully, on time and with correct equipment	<p>Students and staff have full attendance at college. All lessons, exams and meetings start on time.</p> <p>Blackpool Sixth expects students' college work to take priority and other activities should be arranged outside of their college commitments.</p> <p>Holidays are not normally permitted in term time. However, it is recognised that there may be a rare occasion where a student may require leave of absence from college due to exceptional circumstances. Please refer to the college's Special Leave Policy.</p>	To be fully prepared for learning and employment and to enable effective working.
2. Mobile devices in classrooms, exam venues and learning resource centres	The college is committed to using technology for learning and students and staff are encouraged to use mobile devices to aid learning. However, the device should only be used for educational purposes relevant to the activity. When not being used for learning, students and staff will switch their device off or set it to silent as they enter a classroom, learning resource centre, exam or a meeting.	To enable everyone to focus on learning without distraction and to promote active engagement /collaboration/discussion.
3. Dress in college	<p>Students and staff wear clothing which does not cause offence to others (e.g. clothes that are too revealing or display offensive/sensitive slogans or images) and is suitable for the activity. The standards of dress apply on college site and when taking part in college organised activities off-site.</p> <p>It is important that all members of college are clearly identifiable. College, therefore, requires all staff and students to keep their faces uncovered and wear their membership card and lanyard visibly at all times.</p>	To support our core value of respect and for security purposes.
4. Respecting the college environment	Students and staff find suitable seating or social spaces away from entrances, corridors and stairwells.	To maintain a safe, healthy, clean and eco-friendly environment.

Students and staff choose to eat only in designated areas.

Students and staff put all litter in a bin or appropriate recycling box and treat the facilities with respect.

5. Wearing coats, hoods, hats and headphones /earphones	<p>Students and staff remove coats, hoods and hats when entering a classroom, learning space, exam room or meeting. Reasonable adjustments will be made, where relevant.</p> <p>Students and staff are welcome to use their earphones/headphones in the FYi and at appropriate times of the college day, however refrain from using them during learning activities or meetings, unless it is relevant to the session.</p>	To demonstrate respect, employability and fully engage in the learning experience.
6. Use of language	Students and staff use professional and appropriate language in verbal and written communication, including email. This applies both within college and when representing the college externally.	To demonstrate respect and employability and to create a positive environment throughout the college community.
7. Participate fully in learning activities	<p>Staff and students engage in all learning activities and conversations with enthusiasm and a willingness to try different things, take on new roles and accept their responsibilities, including completion of work to deadlines.</p> <p>Students and staff bring the correct equipment and resources required.</p>	To be fully prepared for and to maximise learning, achieve goals, deliver successful outcomes and become employable.
8. Smoking (including e-cigarettes)	<p>Staff and students observe the college policy in order to maintain a smoke free environment. Only the designated area is used for smoking, including e-cigarettes.</p>	To promote a healthy and safe environment.

Any student not meeting the above standards of behaviour may face disciplinary action. The disciplinary procedures are summarised below:

- first formal warning
- second formal warning
- final warning
- permanent exclusion