



Student Behaviour Policy and Procedure

**To enable students to learn
To allow teachers to teach
To keep our College safe**

Myerscough College and University Centre recognises that it has a legal and moral duty to provide a safe and secure learning environment for its students, staff and visitors. We all agree that mutual respect and tolerance should be encouraged and supported amongst the whole College community.

We believe that establishing high expectations within which students can learn and thrive involves effective management of behaviour in a consistent, fair and supportive manner.

This policy applies to all students of Myerscough College across all of its centres.

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1. Purpose

This policy will enable Myerscough College to build a positive, consistent and safe learning environment in which behaviour is well managed and individual needs are identified and addressed. We will establish a culture of respect and safety, including zero tolerance of bullying; clear boundaries; excellent pastoral care; and highly effective early interventions. However, this policy recognises the need to action unacceptable conduct and behaviour which disrupts learning.

The aim will be to prevent an escalation of sanctions that may result in permanent exclusion. Students whose behaviour demonstrates they are not responding, may be permanently excluded. Students should be aware that the College may also act under this policy in cases where unacceptable behaviour occurs outside of the College and there is a clear link between the behaviour and maintaining good behaviour and discipline among the student body, or damage to the College reputation.

A College wide commitment to improving behaviour will lead to greater student engagement, better support for teachers and less time reacting to situations and incidents. This will promote and underpin an outstanding educational experience for all students.

2. Policy Aims

- To ensure that all members of the College community feel safe, valued and respected.
- To embed a whole College proactive and consistent approach to behaviour, where inappropriate behaviour is positively challenged.
- To create a culture of respect and excellent behaviour and attitudes across College.
- To enable all staff to manage and improve student behaviour.
- To recognise pastoral support as a critical success factor in dealing with poor behaviour and supporting good behaviour.
- To clearly define acceptable and expected standards of behaviour.
- To enable our students to differentiate between right and wrong and abide by civil and legal law.
- To nurture the skills and attitudes which allow our students to make a positive and productive contribution to College and the wider society.

3. Scope

This Policy will apply to all students in the College community and to all student behaviour management issues arising within the College or workplace (including apprentices and students on work placements) and/or whilst engaged in College related learning or activities.

Collaboration between the College and employers is key in supporting the positive behaviour management of apprentices and those on work placement.

This policy also applies to student behaviour away from College premises and/or in the student's own time if the reputation of the College is compromised and/or if the behaviour has a negative impact on College activity or other students, including the use of social media and other online platforms.

This policy applies to all students including those on Schools Link programmes 14-16, though the College will also liaise with the appropriate school staff to discuss options when dealing with incidents of inappropriate behaviour.

A separate policy covers staff behaviour and disciplinary procedures.

Where students face sanctions or disciplinary action based on academic performance, they may additionally need to refer to any guidelines from their awarding body. For example, students on Higher Education courses are additionally subject to the Academic Regulations of the University of Central Lancashire.

4. Residency / Living in Halls

This policy acknowledges that certain behaviour displayed by students in residency may require a differentiated approach; however, all behaviours will be addressed under this one policy and procedure in collaboration with all other College teams (e.g., curriculum, support, learning support, safeguarding, health and safety, estates and residential operations).

5. Student Disciplinary Procedures

This section outlines the disciplinary framework and how to deal with students who demonstrate inappropriate behaviour, in a fair, transparent, appropriate and consistent manner. The College recognises the critical elements of encouraging positive behaviour including solutions focussed and trauma-based approaches.

In the case of an incident involving residential students, both the Curriculum Area Managers or Programme Leads and the Residential Support and Experience Manager must be notified, regardless of type or location of behaviour, to ensure a joined-up approach to any planned interventions with the student.

If the cause for concern relates to a student's health and general wellbeing, all appropriate referrals to College support teams must be implemented and review if the Fitness to Study or Reside Policy may be more appropriate in providing solutions to the situation.

If a criminal offence has been committed the College may choose to involve the police. In certain circumstances, as a victim, a student may be advised to contact the police directly. Student safeguarding and support staff, and the health and safety staff, must be contacted and are available to advise in all cases involving the police.

5.1 Suspension

Cooling off periods can be allowed after one-off incidents which do not pose an ongoing risk. Cooling off periods should last 24 hours MAXIMUM unless there is a risk of harm to student or others. This should be logged on ProMonitor.

In the case of serious incidents / safeguarding concerns a member of the College Leadership Team (or in their absence their nominee) may suspend a student pending further enquiries. This is normally for up to a maximum of 10 working days, but this period may be extended in serious and complex cases. The parents / carers / employers of students or apprentices aged under 18 will be notified by phone call at the earliest opportunity of any such suspension.

Where it is deemed to be an emergency, Curriculum Area Managers or the Residential Support and Experience Manager may suspend a student for up to 72 hours pending referral of the matter to a member of the College Leadership Team for consideration. The 72-hour suspension may be extended after consideration by a member of the College Leadership Team.

During the suspension period the student must only attend College for a specific meeting arranged by the member of staff in charge of the investigation, or designated member of staff if support is required during this process (e.g., Progress Coach or Counsellor).

Tuition or residence fees will not be refunded for periods where students are suspended from College or College Halls of Residence under any circumstances whatsoever (which for the avoidance of doubt includes where appeals have been upheld).

The following are the College Leadership Team and are authorised to suspend students:

- Principal and Deputy Principals
- Executive Directors
- Directors or Heads of Curriculum

This suspension may be delivered or communicated by any delegated member of staff and must be confirmed in writing within 2 days of the suspension.

Parents/carers/employers of those under 18 must be informed when the student is suspended.

5.2 Suspension due to Police Investigation into Criminal or High-Risk Behaviours

Students may be suspended indefinitely and without prejudice if they are being investigated by the police for a crime which is judged to have a high potential impact on students or staff in College.

Examples of such high-risk crimes would include any safeguarding matters involving abuse or criminal behaviour targeting children or vulnerable adults, sexual assaults and rape, crimes which are relevant to the programme of study (e.g. IT based fraud or misuse by an ICT student), crimes of violence. This list is not intended to be exhaustive and the decision should be taken by assessing the potential risk to those in the College environment.

The decision to suspend should be taken in consultation with either the Director of Curriculum, Head of Apprenticeships, Curriculum Area Manager or the Director of Student Support.

The suspension is to protect the student and others and will be reviewed once the outcome of the police investigation is known. Wherever possible, the suspended student should be enabled to complete their programme of study (study at home, planned tutorial meetings, etc.). This will not always be possible if the matter arises early in the College year. If the suspension is likely to prevent the student from completing the programme, then the student should be withdrawn with a guarantee that they may re-enrol at the start of the next academic year if the charges are unfounded.

Important Note:

1. Students must NOT be asked to leave College on an ad-hoc basis. If a student needs to be removed from College, then the suspension process should be followed. Where appropriate, parents or carers must be informed in **all** cases after making checks for safeguarding precautions.

Students should have access to a range of support measures to improve behaviour as required, remaining in College wherever possible. If a student walks out of College during a timetabled day without authorisation, parents, carers and employers should be notified immediately plus a referral to the safeguarding team if appropriate.

For all under 18 students, LLDD and other vulnerable groups: Before a student is asked to leave site, considerations and plans for transport home must be in place with telephone conversations with parents/ carers for all under 18-year-old students or those with additional needs, those with social workers or other vulnerable indicators.

Considerations of safeguarding, safety, welfare and transport must be the priority for the suspending member of staff BEFORE a student is suspended.

The College has a duty of care to ensure safe and appropriate transport is provided.

There may be a period of time before the student can leave campus. Safety and welfare is paramount and each situation will be risk managed by the suspending manager.

In cases of residential students, the Residential Support and Experience Manager should be consulted and involved in the planning of safe travel home. In some cases, the student may need to reside in Halls if a residential student until safe travel home can be arranged. In such cases, a risk management plan will be considered.

2. If the student has been identified as having additional need and or vulnerabilities, such as, safeguarded students (including those with a social worker), Care Experienced students (Looked After Children and Care Leavers), Young Carers, has a social worker or has identified needs including an EHCP or other SEND, then the relevant team should be alerted in all behavioural concern matters and disciplinary processes (i.e., safeguarding and support team and Learning Support team).

3. If a student is suspected of being under the influence of drugs or alcohol, security and/or safeguarding (and residential staff if appropriate) should be alerted. Students in this case should not be asked to leave College. Where appropriate, parents or carers and employers will be contacted to ensure the safe passage home for the student.

5.3 Disciplinary Stages

There are several stages in the process and they can be entered into at any stage, depending on the severity of the issue. The following lists are not exhaustive.

Examples where disciplinary action will be taken:

- Poor attendance (see also Attendance Policy)
- Poor punctuality
- Late or non-submission of course related work/assignments
- General misbehaviour and causing disruption to staff and/or students
- Academic misconduct
- Cheating, plagiarism and collusion – staff must refer to the Unfair Means to Enhance Performance Policy
- Disrespectful behaviour to other students, staff or visitors
- Misuse of the internet/IT equipment
- Interference with College property including software or data belonging to or used by the College and other breaches of the Acceptable Use Policy
- Improper use of technology devices when in class or on College premises
- Misuse of and or damage to facilities and equipment
- Eating or drinking (apart from water or other agreed drinks for health-related purposes) in class, workshop or other timetabled sessions
- Persistent forgetting of ID Card and failing to wear lanyard
- Persistent forgetting of equipment, PPE and appropriate clothing for tasks (e.g., boots, face coverings, high-vis, overalls, sports equipment)
- Non-compliance with the College's health and safety procedures
- Smoking or vaping in undesignated areas
- Failing to abide by the speed limit whilst on College grounds

Specific to residential accommodation and living in halls – expectations in line with Living in Halls Guidance, examples include:

Under 18s:

- failing to be in on curfew
- under the influence of alcohol
- being in an unpermitted Hall

All residential students:

- damage to property, fixtures and fittings
- breach of residential contract regulations
- disrupting the lives of others living in residency

- allowing other people to enter residency when they are not permitted (e.g., people from other halls, other students or visitors)
- entering other halls when not permitted
- smoking in buildings
- tampering with health and safety equipment (including fire detection equipment)

Any drug use or being in possession of drugs or associated paraphernalia (can also include under the influence of drugs or suspected to be under the influence of drugs) will result in a permanent exclusion from Halls.

Examples of Gross Misconduct

- Violation of a written disciplinary warning
- Serious cases of academic misconduct (refer to Academic Misconduct Policy)
- Any drug use or in possession of drugs or associated paraphernalia (can also include under the influence of drugs or suspected to be under the influence of drugs)
- Under the influence of alcohol on College premises or whilst engaged in any College related activities
- Serious breach of Health and Safety regulations or college Health and Safety policies, including smoking in buildings
- Inappropriate internet use, e.g., accessing pornography
- Bullying, intimidation, harassment, abuse, hate crime or incidents, the use of violence or threats of violence in any form, e.g., verbal, physical, via e-mail, etc.
- Serious breach of the FREDIE Policy and Anti-bullying Policy
- Bringing non-students onto the premises including students who are excluded
- Allowing non or excluded students to gain access to the premises using their own ID Card
- Any criminal offence including but not limited to:
 - Suspected drug dealing or distribution of drugs
 - Endangering or causing injury to others
 - Possession of an offensive or dangerous weapon
 - Theft
 - Wilful damage to College property, equipment and accommodation
 - Physical assault
 - Sexual harassment or violence (including sexual assault)

5.4 Stage 0 – Cause for Concern

This is the first stage in the procedure. Staff in most areas/departments can issue a Cause for Concern (CfC) (see table below) where they believe disciplinary action is necessary. They will need to exercise judgement and seek advice from their line manager if they are unsure.

When issuing the CfC, the student should be made aware of the reason for issuing it, the expected changes in behaviour, and the consequences of not adhering to the actions set out (see Appendix 1 – Action Plan). Further interventions or referrals may be required at this time to support the student. This information should be recorded on ProMonitor. In the case of apprentices, the work-based team should be informed.

It must be given to the student in a meeting or conversation. If this is not possible, due to student absence, the student must be informed of the issue of the Cause for Concern as soon as possible. If the course tutor is not directly involved, they must be informed within 24 hours by it being recorded on ProMonitor.

- Students should be issued with a **maximum of three CfCs** in any one academic year
- After three CfCs (even on unrelated matters) it is expected that there will be an escalation within this procedure to an appropriate level (usually stage 1, but this depends on the circumstances)
- Staff should check the student record on ProMonitor or OneFile (Apprenticeships) before issuing a CfC to see if the maximum number of three has already been reached.

The student may not appeal against the issue of the CfC as further explained in Section 7 of this policy.

CfC's remain in place for the duration of the academic year.

Cause for Concern	
Issued by:	Tutor, Progress Coach, Residential Support/Accommodation Team member, Student Support staff, any College Manager
Appeal to:	No route of appeal
Copies to:	Curriculum Area Manager / Residential Support and Experience Manager, Student, Tutor, Programme Lead/Course Tutor, Residential Support and Experience Team (as appropriate), Progress Coach, Employer (as appropriate)
Recorded on:	On ProMonitor Meetings with an overview comment on the Comments page

5.5 Stage 1 - Formal

In the case of continuing offences, or a more serious offence, a formal warning should be given by the Programme Lead, Residential Support/Accommodation team member or Manager (in the case of residential incidents) or Director of Student Support (in the case of cross-College offences).

The same procedures for issuing the Formal Warning apply as laid out for the Cause for Concern.

This should be recorded on the appropriate ProMonitor Meetings page with a comment created with an overview of the incident and outcome

Where appropriate, **parents, carers and employers must be informed when the student receives a warning at this level or above and be offered feedback on the student behaviour and the sanction.**

All Formal Warnings should be supported by an Action Plan (see Appendix 1) which details expected changes in behaviour and includes a review period.

A Formal Warning has a duration of 12 months.

All warnings will remain on the student's record after the end date (as expired). Documentary evidence of the offence must be kept in the event of any subsequent exclusion procedures.

The student may appeal against the issue of the Formal Warning. The procedure is explained in Section 7 of this policy.

Formal Warning	
Issued by:	Tutor, Progress Coach, Residential Support/Accommodation Team member, Student Support staff, any College Manager
Appeal to:	Curriculum Area Manager (curriculum) / Director of Student Support (residential)
Copies to:	Student, Tutor, Programme Leader/Course Tutor, Residential Support Team (as appropriate), Progress Coach, Parent/Carer, Employer (as appropriate)
Recorded on:	On ProMonitor Meetings with an overview comment on the Comments page.

5.6 Stage 2 - Written Warning

This is a final warning, which carries with it the indication that any subsequent breach of the College's requirements will result in a Stage 3 Hearing for potential withdrawal, exclusion or other sanctions. The Written Warning should be issued by the Curriculum Area Manager, Residential Support and Experience Manager, or Accommodation Manager. This will be in a formal meeting attended by the student and, where appropriate, their parent/carer/employer plus any other staff involved.

The Written Warning should clearly indicate the nature of behavioural change that is required and/or any specific conditions or actions which would automatically trigger a Hearing (see Action Plan – Appendix 1).

The student must be clear about what is expected of them and any support or interventions required.

There is no obligation for staff to apply each stage of the Procedure in turn. For example, a series of Cause for Concerns for relatively minor issues may be followed by a Written Warning if there is no sign of behavioural change. Alternatively, a single significant incident may justify an immediate Written Warning without going through any other stage.

The purpose of the Written Warning is to clearly indicate that this is the last opportunity for the student to modify behaviour before the most severe disciplinary sanctions are used.

Parents/carers/employers of those under 18 must be informed when the student may receive a warning at Formal level or above.

Please note there is no differentiation between residential and any other aspect.

A Written Warning has a duration of 12 months.

All warnings will remain on the student's record after the end date (as expired). Documentary evidence of the offence must be kept in the event of any subsequent exclusion procedures.

The student may appeal against the issue of the Written Warning. The procedure is explained in Section 7 of this policy.

Written Warning	
Issued by:	Curriculum Area Manager, Residential Support and Experience Manager, or Accommodation Manager
Appeal to:	Director of Curriculum / Head of Apprenticeships / Director of Student Support (residential)
Copies to:	Student, Tutor, Programme Lead/Course Tutor, Residential Support Team (as appropriate), Progress Coach, Parent/Carer, Employer (as appropriate)
Recorded on:	On ProMonitor Meetings with an overview comment on the Comments page OneFile (Work Based Apprenticeships) OneFile and ProMonitor (Block Apprentices)

5.7 Stage 3 - Hearing

Stage 3 Hearings are usually reserved for dealing with either a single extreme behavioural incident or a pattern of persistent behavioural problems that have resulted in a series of escalating warnings.

Students should normally be issued with appropriate warnings before any exclusion procedure is initiated. Normally the student will have received a Written Warning to indicate that any further breaches of regulations may result in exclusion, to give the student opportunities to improve their behaviours.

These warnings may need to be issued in the absence of the student and sent by post. Consideration must be given to mitigating or extenuating circumstances such as learning difficulties or disability, serious personal or family problems; but these factors may not excuse unacceptable behaviour.

Tutors may move directly to a Hearing for severe breaches of the learning agreement and Code. Some offences are severe enough to move directly to an exclusion hearing without going through intermediate stages.

Further procedural guidance should be implemented for Managers who are investigating and managing cases of gross misconduct and serious student behavioural incidents, see section below.

A student excluded from residency may not necessarily be excluded from their academic course.

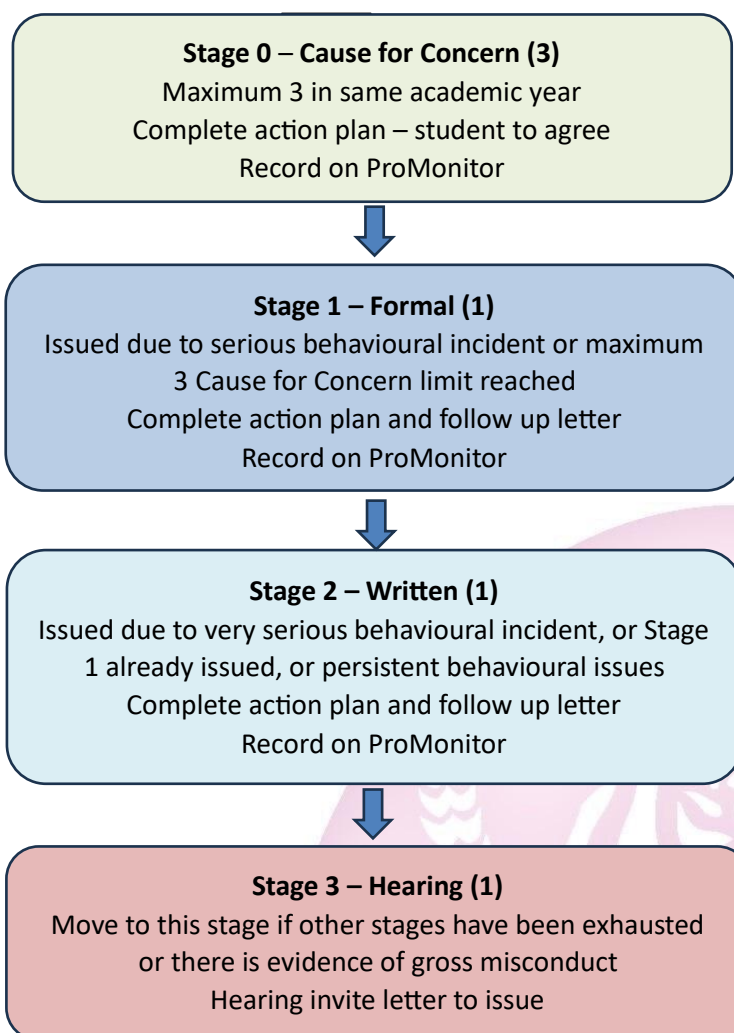
Parents/carers of those under 18 must be informed when the student is at risk of being withdrawn or excluded.

Stage 3 Hearings of Students with EHCPs

If a Stage 3 Hearing is requested for a student with an EHCP, we will have regard to the DfE guidance on exclusions which gives very clear advice that if we are considering exclusion. If an exclusion is considered appropriate, the College will inform and work with the Local Authority to support a transition outside of the college where possible.

Hearing	
Issued by:	Director of Curriculum, Head of Apprenticeships, Director of Student Support
Appeal to:	Deputy Principal Education (only once the outcome of the Hearing is known and not against the Suspension or Hearing itself)
Copies to:	Student, Tutor, Programme Lead/Course Tutor, Residential Support Team (as appropriate), Progress Coach, Parent/Carer, Employer (as appropriate)
Recorded on:	On ProMonitor Meetings with an overview comment on the Comments page

5.8 Student Behaviour Flowchart



The numbers in brackets show how many of that stage can be issued before moving on.

6. Disciplinary Hearing for Stage 3 and/or Gross Misconduct, including Exclusion

The formal Stage 3 Hearing will be chaired by a Director of Curriculum, Head of Apprenticeships or Director of Student Support, with the appropriate Curriculum Area Manager in attendance. Students will receive at least 5 days' notice of the hearing. In that hearing, attended by the student, parent/carer or supporter, the evidence for exclusion should be presented by the designated investigating officer and the student given the opportunity to present their case.

All students under 18 should have a responsible adult present if at all possible. Sometimes this is not possible, and, in those cases, advocacy should be offered from within College e.g., Progress Coach. If absolutely necessary, Hearings can be held without the student being present if they cannot be contacted or refuse to attend.

- Before the hearing, any witnesses to be called and relevant documents will be notified to the Chair in advance. It is the Chair's decision as to their use in the hearing.
- The panel will hear the case from the designated Investigating Officer.
- The panel will have the opportunity to ask questions of that member of staff.
- The student, with agreed assistance from their representative, will have the opportunity to present his/her case against exclusion including any mitigating circumstances.
- The panel will have the opportunity to ask questions of that student.
- Both sides will have the opportunity to summarise their case.
- The panel will then withdraw to make its decision. It can recall either side to seek any points of clarification.
- In making its decision the panel will work to the criterion of reasonable probability rather than the weight of the evidence required in a legal court (beyond a reasonable doubt).
- The panel will normally recall the sides in order to inform them of their decision, which will be confirmed in writing to the student and parent / carer within 10 working days.
- Outcomes of disciplinary hearing must be recorded on Promonitor in the 'disciplinary' section. This is the responsibility of the designated investigating officer or the Curriculum Area Manager.

N.B. The panel may choose to refer students to appropriate advice and guidance services or access additional positive intervention services. This particularly applies during the first six weeks of the programme.

7. Student Appeal Procedures

Cause for Concern

There is no route of appeal.

Formal Warnings (Stage 1)

Students who wish to appeal against the issuing of a Formal Warning must do this in writing. The relevant Curriculum Area Manager will review the circumstances and decide whether there are grounds for review. The student will be informed of the decision in writing.

Written Warning (Stage 2)

Students who wish to appeal against the issuing of a Formal Warning must do this in writing. The relevant Director of Curriculum who will review the circumstances and decide whether there are grounds for review. The student will be informed of the decision in writing. For appeals against Written Warnings, a formal meeting may be required, attended by the student, parent/carer or supporter and the course tutor.

Appeal Against Withdrawal or Exclusion

In the case of any appeal against Exclusion, the student will need to apply in writing to the Deputy Principal Education setting out the reasons for the appeal within 10 working days of being notified of any exclusion.

The appeal will need to set out reasons as to why the exclusion is unfounded or unjustified. Grounds on which an appeal will be considered are the submission of new evidence or claimed procedural irregularities.

A panel of members convened by the Deputy Principal Education and not previously involved in the case, will review the exclusion panel's decision and decide whether there are grounds for an appeal hearing to be held. The student will be informed of that decision in writing.

If the decision is that the appeal is justified due to the submission of new evidence or claimed procedural irregularities an appeal hearing will then be convened by the panel.

The procedure for the hearing is set out below:

- Only witnesses and documents identified to the Chair in advance of the hearing will be referred to during the hearing itself.
- The student or their representative will be invited to state the grounds of their appeal
- The panel will have the opportunity to ask questions of the student or their representative
- The member of staff imposing the sanction will then put their case to the panel
- The panel will have the opportunity to ask questions of that member of staff
- Both sides will have the opportunity to summarise their cases
- Both sides will withdraw from the hearing, leaving the panel to deliberate in private. The panel can recall either side to seek points of clarification
- The panel will normally recall the sides in order to inform them of their decision, which will be confirmed in writing within 10 working days

8. Variations and Amendments to this Policy

In some cases, it may be desirable that variations should be made to procedural aspects of the Student Behaviour Policy. The College may make such variations as it sees fit, subject to informing the student concerned and subject always to considerations of fairness. Without limitation, such variations may include appeal interviews being conducted by different persons, if the person who would otherwise be conducting the interview has previously had close personal involvement in the matter to be considered or other conflicts of interest.

Documents Associated with this Policy

- Myerscough Student Charter
- Living in Halls of Residence Booklet
- Fitness to Study Policy and Procedure
- FREDIE Policy and Procedure
- Child Protection and Safeguarding Policy and Procedure
- Online Safety Policy and Procedure
- Anti-Bullying Policy and Procedure

Appendices

Appendix 1: Action Plan

Appendix 2: Student Charter





Action Plan

To be issued to all students following a Cause for Concern, Formal or Written warning. This sets out the expectations for the student and any support/intervention that can be put in place.

Student Name:		Student Number:
Course/Programme:		Apprentice? YES / NO
Disciplinary Procedure Level	Nature of Offence (including location, date and time):	Review Dates (must be completed – min. 1 review date required)
Stage 0: Cause for Concern <i>(remains on file until the end of the current academic year)</i>		
Stage 1: Formal <i>(remains on file for 12 months)</i>		
Stage 2: Written <i>(remains on file for 12 months)</i>		
Stage 3: Hearing <i>(use this document to highlight why a hearing is required)</i>		
Expected behaviours/actions to be taken (only to be used for Stages 0, 1 and 2)		
<p>These can be for the student or for a support service (if support or intervention is required). The person completing the document must ensure all relevant parties are aware of the actions required:</p> <ul style="list-style-type: none"> • • • 		
<p>I understand that if I do not comply with this contract then I may lose my place at College and/or within halls of residence.</p>		
Student Signature:		Date
Signature of Authorised Member of Staff:		
Print Name of Authorised Member of Staff:		Date

Student Charter

Myerscough College and University Centre

INTRODUCTION

Your time at Myerscough is part of your lifelong learning and part of a lifetime relationship between you as a student within our College and University Centre. We aim to make the time you spend with us enjoyable, memorable and fulfilling and will provide you with an important stepping-stone to the achievement of your life goals. Wherever you go and whatever you do, we hope that you will become an inspiration for others and that you will always take a bit of Myerscough with you.

The purpose of this Charter is to set out our mutual expectations during your period of study here at our College and University Centre. We believe that students and staff form a single academic and residential community working together to achieve our goals. We should all have reasonable expectations of one another and be committed to behaving professionally and respectfully.

Myerscough is an Associate School of the University of Central Lancashire (UCLan) and our two institutions have the same common goals for high standards of student experience for Higher Education. This Student Charter is aligned to the UCLan Student Charter and outlines our academic community culture and the principles we uphold for all our students.

Wes Johnson
Chief Executive & Principal

OUR VISION IS TO:

- be the leading college in the land based, science, engineering and sports sectors
- be the natural choice for students, staff and employers
- provide a highly skilled, creative and technical workforce
- deliver excellent outcomes through inspirational and inclusive learning and services
- build sustainability into all we do

OUR MISSION: Inspiring Excellence

OUR VALUES:

Learning	People	Sustainability
Our delivery will be high quality and innovative with students at the heart of decision making.	We will enable staff and students to fulfil their potential whilst promoting resilience, leadership, accountability and teamwork.	We will provide a happy, healthy, safe, supportive and sustainable environment in which to live, work and study.
<p>We will advance FREDIE: Fairness, respect, equality, diversity, inclusion, engagement in all we do</p>		

OUR COMMITMENTS TO YOU:

We will:

- Extend a warm, polite, courteous and inclusive welcome to you
- Act in a respectful, professional and inclusive way and commit to equality of opportunity for all free from discrimination and harassment
- Provide you with access to accurate information and advice on all aspects of College life
- Provide a safe environment, inspiring learning opportunities and high-quality resources to enable your development
- Provide timely academic and pastoral support through your personal tutor, pastoral and support services
- Give prompt and developmental feedback on your academic work to help maximise your success
- Listen and respond to your feedback to help shape your experience
- Enable access to range of opportunities to support the development of your employability

OUR EXPECTATIONS OF YOU:

As a student you should:

- Behave in a respectful and inclusive way showing consideration for others and the environment
- Actively participate in the learning opportunities available to you, seeking help when you need it
- Take responsibility for your learning, and the development of your personal, professional and employability skills
- Complete all work to the best of your ability, with academic integrity, and submit it on time
- Respond to feedback to help improve your performance and learning experience and talk to us about how we can make positive changes
- Be proactive in maintaining the health and wellbeing of yourself and others and tell us when you need help and support
- Adhere to the College and the University (for higher education students) policies, regulations and codes of practice ([Myerscough Policies](#); [UCLan Policies](#))
- Keep up to date with information about your course and respond promptly to communications from your tutors and the College

THE STUDENTS' UNION COMMITMENTS TO YOU:

Your Students' Union will:

- Provide services and activities that are safe and inclusive, actively challenging discrimination
- Provide you with opportunities to be active, make lasting friendships and have fun
- Work to ensure that everything the College does is fair to all
- Represent and support you to achieve your goals, ensuring the best student experience for you and future students
- Give you the chance to get involved and support the development of the student experience and student decision making

Document History			
Author:	Student Behaviour Cross-College Team	Ref and Document Version:	Student Behaviour Policy and Procedure – V1
Approval:	College Leadership Team	Approval Date:	August 2024 (updated October 2024)
Review Date:	August 2026		
Publication:	Staff Intranet Student Intranet College Website		
Quality Assurance			
This Policy and Procedure maps to the following external quality assurance frameworks			
Framework		Framework Section Reference(s)	
Education Inspection Framework			
MATRIX			
QAA			
QIA			
ESFA			
Key Changes to Document			
August 2024 Re-write of policy.			
October 2024			
5.6: Written Warning Route of Appeal updated to Director of Curriculum/Head of Apps/Director of Student Support.			
5.7: Process for students with an EHCP students amended. Hearing Route of Appeal updated to Deputy Principal Education (only once the outcome of the Hearing is known and not against the Suspension or Hearing itself).			

All Myerscough College Policies are subject to screening for Equality Impact Assessment

Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage or civil partnership, sex or sexual orientation

Myerscough College not only fulfils its legal position in relation to current and future equality legislation, but additionally goes beyond compliance in providing and promoting “Opportunities for all to succeed”, free from any aspect of discrimination, harassment or victimisation.

All staff have a duty of care to look after the interests of and support their colleagues. *This policy takes account of* our commitment to eliminating discrimination, identifying and removing barriers and providing equal opportunities for our learners, staff and visitors to ensure that no one feels excluded or disadvantaged.

Safeguarding, Learner Protection and Prevent

All staff have a responsibility to support and promote the College's commitment to providing a safe environment for students, staff and visitors. Additionally, all staff have a responsibility to report any safeguarding or Prevent issues to the Designated Senior Lead for Safeguarding and Prevent.

