



# **STUDENT RESPECT POLICY**

## **Student Positive Behaviour and Disciplinary Policy**

**Owner: Head of Student Experience and Improvement**

Creation Date: November 2023

Review Date: November 2024

Equality Impact Assessment Date: November 2023

## History of Changes

| <b>Version</b> | <b>Description of Change</b> | <b>Authorised by</b> | <b>Date</b> |
|----------------|------------------------------|----------------------|-------------|
| 1.0            | Creation of Policy           | B Brownlee           | 02.11.2023  |

West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.

We also acknowledge our responsibilities under The Human Rights Act 1998 to protect and promote fundamental human rights and freedoms, such as the right to life, personal liberty, an education, freedom of expression and the prohibition of torture.

Please see end of this document for EIA.

# Contents

|   |          |
|---|----------|
| <b>1. Introduction.....</b>   | <b>3</b> |
| <b>2. Scope.....</b>  | <b>3</b> |
| <b>3. Key Principles of Positive Behaviour and Definitions of Inappropriate Behaviour .....</b> | <b>3</b> |
| Minor Concerns .....  | 4        |
| Concerning Behaviours and/or Persistent Minor Misbehaviours.....                                | 4        |
| Serious Misbehaviours .....   | 5        |
| <b>4. Monitoring, Reporting and Review.....</b>   | <b>5</b> |
| <b>5. Linked Policies &amp; Procedures .....</b>  | <b>5</b> |
| <b>6. Directly Related Legislation &amp; Occupational Standards .....</b>                       | <b>5</b> |
| <b>7. Acknowledgements .....</b>  | <b>6</b> |

## **1. Introduction**

This policy is supported by the College Learning Agreement and the Student Positive Behaviour and Harassment Procedure and Guidance for staff and students.

West Lothian College recognises that the majority of students are responsible and respectful of each other, of staff, and college visitors. We all have responsibility for our safety and that of others, and we work hard together to maintain a positive learning experience. We expect all staff and students to behave in a way that is in keeping with the college values:

- Welcoming to all
- Students at the centre of all we do
- Always striving for better.

The policy is designed to stand alone to give a clear statement about expectations of student behaviour, but should also be read in conjunction with the guidance and procedures for staff and students relating to positive behaviour, anti-bullying and harassment. There are separate college policies relating to staff behaviour, to ensure that these are also respectful and understanding of students.

## **2. Scope**

The policy covers the following areas of college student learning activity:

- All students on full-time, part-time and commercial programmes, including Schools College Partnership activities.
- Students representing the college at external events and other off campus activities.
- Students on work experience placements as part of a college course.
- Students on residential activities as part of a college course.

In addition, this policy applies to students who are undertaking a programme of study which involves registration with any regulating body or other associated organisations. In these instances, 'Fitness to Practice Rules' from the relevant regulatory body will apply, and in most cases an opportunity for reflective practice will apply in addition to this policy.

## **3. Key Principles of Positive Behaviour and Definitions of Inappropriate Behaviour**

Our college recognises the rights of all students and staff to be treated with dignity and respect, and to:

- Promote the college's values in all aspects of behaviour.

- Behave in a respectful manner to all other students, staff and college visitors.
- Respect college property and resources.
- Act as ambassadors for the college.
- Acknowledge that certain behaviours occurring outwith the college may impact on the reputation of our college, and may have consequences for student attendance at the college.

We are an inclusive college that is trauma responsive and recognise that some student behaviour can be temporary and related to past experiences, additional support needs, or medical conditions. These can result in behaviour which is temporarily out of character. In these instances, if we are not already aware, please explain this to us. We will consider the circumstances and context when addressing behaviours. We may need to make reasonable adjustments to allow for these, as long as there is no significant harm or impact on other's learning. The recording of this additional information, where appropriate, should take place to enable ongoing support for both staff and students.

A list is given below of suggested behaviours that are contrary to our college's values. This list can be updated and added to over time. Such behaviours may occur within and outwith college premises, and could potentially compromise the college's reputation, and student and staff wellbeing. It is our policy to address these through our supporting procedures:

### **Minor Concerns**

- Inappropriate or offensive language
- Interrupting learning
- Smoking or vaping in non-designated areas
- Littering including discarded cigarettes and vapes
- Spitting
- Online/social media activity that is low-key but disrespectful
- Undermining and criticism of student peers and/or staff about quality of tasks and/or assignments
- Poor attendance at timetabled classes.

### **Concerning Behaviours and/or Persistent Minor Misbehaviours**

- Derogatory name-calling related to protected characteristics
- Threatening, intimidating or abusive behaviour, including cyberbullying
- Breach of the college's Student IT Acceptable Use Policy
- Being under the influence of alcohol or illegal substances in class time
- Breach of Health and Safety Policy and Procedures
- Objecting to being asked to address minor concerns, e.g. to move to designated smoking and vaping areas.

## **Serious Misbehaviours**

- Failure to adhere to a regulatory body's codes of conduct, in terms of 'Fitness to Practice Rules', either in college or on placement
- Carrying a weapon or an item intended to be used as a weapon
- Bullying and harassment
- Fighting, and threat of violence or actual violence towards others
- Displaying sexual images and/or offensive material
- Theft and damage of property
- Academic malpractice, including copying other people's work or allowing your work to be copied (plagiarism). This also includes the use of artificial intelligence to produce assessments without proper acknowledgement.
- Serious breach of Health and Safety Policy and Procedures.

The college will support students and staff safety by addressing all misbehaviours promptly through the Student Positive Behaviour Procedure and Guidance.

### **4. Monitoring, Reporting and Review**

This Respect Policy will be regularly monitored by the Head of Student Experience and Improvement, for example, to consider changes in any other policy or practice on an annual basis to ensure that the policy stays in line with all college guidance. A report of instances of formal meetings arising from the implementation of this policy and including statistics on protected characteristics will be reported to the Mainstreaming Equality Committee on an annual basis, to monitor the impact of these meetings and subsequent decisions.

### **5. Linked College Policies and Procedures**

- Student Positive Behaviour and Discipline Procedure
- Safeguarding Policy
- Health and Safety Policy
- Equality, Diversity and Inclusion Policy
- Academic Malpractice Policy and Procedure
- Lone Working Procedure.

### **6. Directly Related Legislation and Occupational Standards**

- Equality Act 2010
- Human Rights Act 1998
- UNCRC (Incorporation) (Scotland) Act 2024
- Data Protection Act 2018
- Children and Young People (Scotland) Act 2014
- Health and Safety at Work Act 1974

- Post 16 Education Reform Act 2012
- GIRFEC (2010) and update 2014
- Relevant 'Fitness to Practice' policies and procedures of regulatory boards.

## **7. Acknowledgements**

Thanks to Borders College for sharing their policy documents for consideration. ChatGPT was also used to compile suggested wording.

## Equality Impact Assessment

Before carrying out an EIA, you should familiarise yourself with the College's EIA Policy Statement and Guidance, along with further information and resources which are available on SharePoint

EIA covers **strategies, policies, procedures, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services**, but will be referred to hereinafter as 'policy/practice'.

|  |  |
|--|--|
| <b>Policy/Practice (name or brief description):</b>                    | Student Respect Policy   |
| <b>Strategy/Policy includes Equalities Statement of Inclusiveness?</b> | <p><b>Yes</b></p> <p><b>Text to be included in strategy/policy:</b></p> <p><b>Statement of Inclusiveness</b></p> <p>West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.</p> <p>We also acknowledge our responsibilities under The Human Rights Act 1998 to protect and promote fundamental human rights and freedoms, such as the right to life, personal liberty, an education, freedom of expression, and the prohibition of torture.</p> <p>Please see end of this document for EIA.</p> |



|   |   |
|---|---|
|   | <b>Reason for Equality Impact Assessment (choose from the following options):</b>   |
| <ul style="list-style-type: none"> <li>Proposed new policy/practice</li> <li>Proposed change to an existing policy/practice</li> <li>Undertaking a review of an existing policy/practice</li> <li>Other (please give detail):</li> </ul>                                | <p>Proposed new policy or practice.</p> <p>This is a new Policy created to ensure that there are clear and fair guidelines for students on positive behaviour and respect.</p>  |
| <b>Person responsible for the policy area or practice:</b>  |   |
| Name:   | Beth Brownlee   |
| Job title:  | Head of Student Experience and Improvement  |
| <b>An Equality Impact Assessment must be carried out if the policy/practice:</b>  |   |
| <ul style="list-style-type: none"> <li>affects <b>operational</b> or <b>strategic functions</b> of the College</li> <li>is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)</li> </ul> |   |
| Why the EIA is being carried out  | It affects the operational functions of the college, and is also relevant to the promotion of equality under the Public Sector Equality Duty.   |
| <b>Equality Groups</b>  |   |
| Relevant to the Policy/Practice, identify which of the undernoted equality groups are impacted upon:  |   |
| <ul style="list-style-type: none"> <li>Age</li> <li>Disability</li> <li>Race (including ethnicity and nationality)</li> <li>Religion or belief</li> <li>Sex</li> <li>Sexual orientation</li> <li>Gender reassignment</li> <li>Pregnancy and maternity</li> </ul>        | <p>Relevant to all protected groups except marriage or civil partnership.</p> <p>Consideration has been made to the fact that there are multiple reasons (including a disability) such as cultural, religious belief, age, etc which may affect behaviour, including attendance. Many students will also disclose disability post enrolment, and therefore other equality considerations (such as different cultural attitudes and/or understandings of disability) that may affect disclosure may not have been considered before an issue arises.</p> |

**Record your assessment against the following statements:**

| Statement  | Equality assessment  |
|--|--|
| Which equality groups or communities have been consulted in the development and review of this policy/practice?  | West Lothian College Student Association   |
| Detail the evidence of the needs of the identified equality groups and any gaps in information   | See below  |
| Will application of this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups? | <p>It is recognised that the application of this policy may have the potential to discriminate indirectly or victimise students whose behaviour is affected by illness or a disability as some disabilities may be hidden or undisclosed.</p> <p>It is also recognised that some students may not share the same cultural understanding and/or awareness of the importance of disclosing disability related needs, and therefore if information and access to support are dependent on self-identification, this may be an issue.</p> <p>However, the policy and related procedures also emphasise sensitivity, discretion, and confidentiality to mitigate any student concerns about stigma.</p> |
| If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity   | <ol style="list-style-type: none"> <li>1. The number and reason for disciplinarys which arise from breach of this policy will be monitored by the Head of Student Experience and Improvement on an annual basis.</li> <li>2. The Head of Student Experience and Improvement will also undertake regular reviews with students to ensure that individual needs are being met.</li> </ol>  |
| State how this policy/practice will foster good relations:   | The policy will promote openness and transparency around the disclosure of student needs and thus support good relations with all protected groups.  |
| Will the policy/practice create any barriers for any other groups?   |  |
| Considering The Human Rights Act 1998, does this policy/practice impact  | There will be a positive impact, particularly relating to the right to an education.   |

|   |  |
|---|--|
| <p>negatively upon any of the following rights:<br/> The right to life<br/> The right not to be tortured or treated in an inhuman way<br/> The right to protection of property<br/> The right to education<br/> The right to private and family life<br/> The right to personal liberty and security<br/> The right to a fair trial<br/> The right to freedom of religion and belief<br/> The right to freedom of expression<br/> The right to non-discrimination in connection with human rights</p> |  |
| <p>If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity</p>   |  |

**Equality Impact Assessment Outcome**

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):

|  |                    |
|--|--------------------|
| <p><b>Option 1:</b> No change required – the assessment is that the policy/practice is/will be robust.</p>   |                    |
| <p><b>Monitoring</b></p>   |                    |
| <p>When will the policy/practice next be reviewed?</p>   | <p>August 2024</p> |
| <p><b>Publication of EIA</b></p>   |                    |
| <p>Can this EIA be published in full, now? Please state Yes or No<br/><br/> If No – please specify when it may be published or indicate restrictions that apply:</p> | <p>Yes</p>         |

| <b>Sign-off</b>   |                 |
|---|-----------------|
| EIA undertaken by   |                 |
| Name:   | Micole Cochrane |
| Date:   | 02.11.2023      |
| Accepted by person responsible for the policy/practice named above: |                 |
| Name:   | Beth Brownlee   |
| Date:   | 02.11.2023      |
| Approved by Equalities Committee (by exception)                     |                 |
| Date:   |                 |

Once completed, updated documents should be agreed with the Executive Leadership Team then uploaded to the college website and Sharepoint. The approved copy is then the source document.