



**South Gloucestershire and Stroud College**

**Higher Education & Professional  
Student Code of Conduct 2023 - 2024**

<b>Prepared by:</b>	Jo Kear
<b>Job Title/Role:</b>	Director of Higher Education
<b>Ref. No.:</b>  <b>Q/P C/C 01</b>	<b>Date of this version:</b> 13/04/2023  <b>Review date:</b> 14/06/2024 (Subject to any legislative changes)  <b>Upload to College website?</b> Yes  <b>Upload to e-Campus?</b> Yes
<b>Approved by:</b>	SGS Further Education Corporation
<b>Date:</b>	Click or tap to enter a date.

## MANDATORY INITIAL IMPACT SCREENING



I have read the guidance document: Completing a Policy Impact Assessment?	✓
If this policy raises equality, diversity or inclusion concerns, the Inclusion Committee has been consulted?	✓
If this policy raises environmental or sustainability issues, the Estates Team have been consulted?	✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:	✓

Please list each College Strategic Priority that this policy is designed to address/implement:

### EQUALITY, DIVERSITY & INCLUSION IMPACT ASSESSMENT

Characteristic	This policy seeks to:
Age	Supports staff and learners to recognise that prejudice and discrimination on the grounds of age are unacceptable in an educational establishment
Disability	Treat with equal dignity, all learners and staff; and monitor participation, performance and progress of learners and staff with disabilities and act to address inequalities.
Faith or Belief	Supports staff and learners to recognise and address religious or racial discrimination and incitement to religious hatred
Gender	Protect staff and learners from sexism in all forms
Race or Ethnicity	Ensure that staff and learners are equipped to recognise racial and ethnic diversity and to challenge racial and ethnic discrimination
Orientation	Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment
Gender reassignment	Oppose sexism and be committed to taking positive action to identify and remove sexism from College life
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful
Rural isolation	Use available resources to identify and address any issues of inequality as a result of rural isolation. Supporting learners and staff, both academically and pastorally in order to access College services and be successful.
Marriage	Support staff and learners to recognise and challenge discrimination on the basis of marriage
Pregnancy & maternity	Promote equality of opportunity through a supportive, inclusive environment
Carers & care leavers	Supporting staff and learners to recognise and challenge any inequality or discrimination associated with the status of being in care or a care leaver.
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:	
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:	
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/> <span style="background-color: red; color: white; padding: 2px;">*</span>
If you have ticked yes (red), which characteristic will be most affected? Choose an item.	

If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.
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**Note:** if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child ( <a href="#">UNCRC</a> ), Right does this policy most protect:	Art. 2 Non-discrimination Art. 14 Freedom of thought, belief & religion Art. 28 Right to education
Which Human Right ( <a href="#">HRA</a> ) does this policy most protect:	Art. 14 Prohibition of discrimination Art. 9 Freedom of thought, conscience and religion

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official College systems:	<input checked="" type="checkbox"/>
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>

ENVIRONMENTAL, SOCIAL AND ECONOMIC IMPACT ASSESSMENT		
Does this policy relate directly or indirectly to any legal, regulatory environmental or sustainability standard(s)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If so, please list them:		
<b>Will any aspects of this policy result in:</b>		
Reduced miles travelled or provide / improve / promote alternatives to car based transport (e.g. public transport, walking and cycling car sharing, the use of low emission vehicles, community transport, environmentally friendly fuels and/or technologies)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Reduced waste, environmental hazards and/or toxic materials for example by reducing PVC, photocopier and printer use, air pollution, noise pollution, mining or deforestation? Or increase the amount of College waste that is recycled or composted?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Reduced water consumption?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Reduced instances of single use plastic?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Reduced use of natural resources such as raw materials and energy to promote a circular economy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Improved resource efficiency of new or refurbished buildings (water, energy, density, use of existing buildings, designing for a longer lifespan)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Will this policy improve green space or access to green space?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<b>Please list the sections of this policy which specifically target an improved environment:</b>		

<b>Will any aspects of this policy result in:</b>		
The promotion of healthy working lives (including health and safety at work, work-life/home-life balance and family friendly practices)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Greater employment opportunities for local people?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
The promotion of ethical purchasing of goods or services for example by increasing transparency of modern slavery in our supply chain?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Greater support for the local economy through the use of local suppliers, SMEs or engagement with third sector or community groups?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
The promotion of better health, increased community resilience, social cohesion, reduced social isolation or support for sustainable development?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Mitigation of the likely effects of climate change (e.g. identifying proactive and community support for vulnerable groups; contingency planning for flood/snow, heatwaves and other weather extremes)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
The promotion of better awareness of sustainability, healthy behaviours, mental wellbeing, living independently or self-management?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

<b>Please list the sections of this policy which specifically target improved sustainability:</b>	
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<b>What is the *estimated* carbon impact of this policy (in terms of tCO2e)</b>	<b>Increased (+tCO2e)</b> <input type="checkbox"/>	<b>Decreased (-tCO2e)</b> <input type="checkbox"/>	<b>Net Zero CO2</b> <input checked="" type="checkbox"/>
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<b>Mandatory initial impact screening completed by:</b>	<b>Jo Kear</b>
<b>Date</b>	
<b>Initial impact screening supported by (Please list each individual)</b>	

## **Higher Education & Professional Student Code of Conduct 2023 - 2024**

This ***Student Code of Conduct*** sets out the College's expectations around appropriate student behaviour for an outstanding learning experience. This Code is applied to all Higher Level and Professional students of the College from enrolment up to the completion of their studies. An important principle of this Code is that it promotes a holistic view of the life as a student; and, that what an individual may believe to be an isolated or minor incident could actually have quite serious implications for their continuing studies. Therefore, the College expects all students to conduct themselves to the highest possible standards of behaviour; working in partnership with us and their peers to maintain a professional, respectful, safe, supportive and successful learning environment for all.

This Code of Conduct should be read in conjunction with the College's Positive Behaviour Policy, the College's Fitness to Study Policy and Procedure, the College's Assessment Policy, the HE Students as Partners Strategy, the Academic Regulations for Taught Provision (for University of Gloucestershire validated programmes), Assessment Policies of relevant awarding bodies (as appropriate), any attendant professional standards frameworks (as appropriate), the HE Attendance and Engagement Policy and the College's Compliments, Complaints and Appeals Policy & Procedure.

### **Standards of Personal Behaviour**

This Code covers some of the most important issues relating to personal conduct, and provides a framework of standards and behaviour guidelines. This Code is not intended to be an exhaustive list of standards and guidelines.

#### **Prepare**

The College does not operate a formal dress code, other than for those who are provided with a uniform and/or personal protective clothing. All students are expected to ensure that their attire is appropriate for the situation in which they are working and that they present a professional image that reflects sensitivity to our stakeholders. This includes wearing, visibly, a College lanyard and ID card.

Students, including those who are adults, are expected to attend all aspects of their programme and, at all times, be adequately prepared to engage in learning activities.

#### **Aim High**

We are partners in learning and as such the College expects all students to support the College's desire to be outstanding.

#### **Be Safe and Respectful**

The College expects all students to follow all reasonable rules and instructions given by those supervising or managing their activities. The core values of the College are the promotion of inclusivity, diversity and respect for British Values. The College seeks to guarantee a learning environment where individual respect is shown to all. All members of staff and students, regardless of their gender, race, ethnic background, culture, disability sexual orientation, age, faith, socio-economic status or any other factor will be supported and encouraged to perform to their potential.

Users of the College's facilities and equipment must follow relevant guidelines when using specialist equipment, behave reasonably and appropriately towards others. In particular students must, at all times, endeavour to stay safe and refrain from activity that may place themselves and/or others at risk.

All students must follow Health and Safety guidance and adopt ethical working practices. Students are expected to seek support and engage with the support, should they need it, at the earliest opportunity, from the College, for example by contacting their tutor or the HE Learning Support team.

## **Learn and Reflect**

The College strives to maintain the highest standards in all the teaching and research that it undertakes. Students must fully commit to achieving their personal and agreed academic targets and not conduct themselves in ways that may undermine academic standards. Please see the Academic Regulations and Assessment and Malpractice Policies of the relevant awarding body or university for further details (as appropriate).

## **Persevere**

Higher Education students and those studying for Professional Qualifications are expected to be self-motivated, organised, respectful and autonomous. Students should endeavour to make appropriate choices, attempt to engage fully with their learning experience, work collaboratively with their tutors and peers in finding answers through inquiry-based learning; and, seek to develop the diverse competencies needed to be a successful lifelong learner.

## **Standards of Personal Conduct**

All students are expected to conduct themselves professionally, both on and off campus, in a manner which demonstrates respect for the College, its staff, fellow students, property, and for other members of the local community in general. All students, staff and other stakeholders will obey the College's ordinances, regulations and codes of practice, including the Academic Regulations of the relevant awarding body or university and the College's code of conduct for IT use.

## **Students will not**

Engage in any activity which endangers any person, or the property of any person or entity, or could call into question the integrity of the College or damage the reputation of the College or any person. The following provides a substantive but not exhaustive list of activities which the College regards as constituting gross misconduct. These are:

- Substantial obstruction or interference with the functions, duties or legitimate activities of any student or member of staff of the College, or any visitor to the College;
- Violent, indecent, disorderly, threatening, intimidating or offensive behaviour or language (whether expressed orally, in writing or electronically, including via blogs, social media platforms, websites and other digital means);
- Sexual misconduct (which includes assault or inappropriate physical contact, sharing sexual images and/or making inappropriate sexual comments);
- Publishing, displaying, communicating or distributing any poster, notice, sign or any publication including audio-visual material, blog, webpage, or social media which is

- illegal, offensive, intimidating, threatening, indecent, or likely to incite violence, hatred or distress to others or which is likely to promote radicalisation;
- Any behaviour which could constitute discrimination, harassment, victimisation or radicalisation, including through electronic means or social media;
  - Any behaviour which could constitute a criminal offence, including on social media;
  - Any theft, fraud, deceit, deception or bribery;
  - Any behaviour which interferes with legitimate freedom of speech, ideas, action or enquiry of any other student or member of staff or which disrupts or interferes with activities properly carried out at SGS College;
  - Any slanderous or libellous claims against the College or a member of the College's community;
  - Any behaviour that brings the College into disrepute;
  - Action which may cause injury or jeopardise the safety of others;
  - Any possession, supply or production of drugs;
  - The misuse of College computers or the communications network, including the unauthorised use, theft, misappropriation, unauthorised use (or misuse) or falsification of any data or record system, or any breach of the College's policies on the use of its information systems, including social media;
  - Breaches of the College's Data Privacy and Protection Policy including the unauthorised collection, storage or use of personal data. Recording individuals without their express consent, for whatever purpose, will be considered a breach of this code of conduct.
  - Any act of plagiarism or breaches of copyright laws or academic regulations (see below);
  - Any unauthorised use of the College brands, logos or trademarks;
  - Any breach of ethical guidelines when carrying out academic research.

## **Plagiarism**

In the event that a student is suspected of any of the following activities, an investigation will be carried out by the appropriate manager in accordance with the Joint Awarding Bodies guidelines the SGS Assessment Policy and the Academic Regulations for Taught Provision and Assessment and Malpractice Policies of the University of Gloucestershire (as appropriate).

- Plagiarising work from another individual or source (such as the internet), by copying and passing off such work as your own, or allowing work to be used by others. Note: this includes using artificial intelligence to generate work that you then claim to be your own.
- Colluding by working collaboratively with others to produce work that is submitted as your own work, or the work of a single individual alone.
- Falsifying results and/or evidence.
- Cheating by communicating with others by any unauthorised means when this is not allowed (e.g. in a supervised session).
- Using unauthorised materials when under test conditions.
- Altering any results document, including certificates.
- Cheating in any other way which undermines the integrity of the assessment process.

## **Investigating Alleged Student Misconduct**

Cases of alleged student misconduct will be investigated, where deemed appropriate, under one or more of the following: The College's Disciplinary Policy, the Fitness to Study Policy and Procedure, the Assessment and Malpractice Policies of the relevant awarding body or university.

If you are the victim of, or witness to, an incident that you feel is a breach of this Code, you should report the incident to your tutor immediately or by contacting [talktous@sgscol.ac.uk](mailto:talktous@sgscol.ac.uk)

You are encouraged to contact the SGS Students' Union if you need help raise your concerns.

The College's conduct procedures are not intended to replace criminal proceedings and if the allegation you have made may also constitute an offence under criminal law, you are encouraged to report the matter to the Police.

## **Support**

You have the right to receive the support and advice of the College's Students' Union at all stages of the procedures related to this Code, whether an allegation has been made against you, or you have reported an allegation, or are a witness.

All students involved in procedures under this Code have the right to be accompanied by a fellow student, a member of staff or a representative of the Students' Union at any meetings conducted as part of the Code. Whoever accompanies you must not be involved in the case. As the Code of Student Conduct is not a criminal process, legal representatives are not permitted to be present at any stage of the conduct process.

If you have a disability or an ongoing medical condition, and you are having difficulties in taking part in these procedures, then we can also consider making individual arrangements for you. To find out if this is available for you, please contact the SGS Wellbeing Service via the College's website.

## **Definitions**

**Harassment** (as defined by Section 26 of the Equality Act 2010) includes unwanted behaviour or conduct which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment because of, or connected to, one or more of the following protected characteristics:

age  
disability  
gender reassignment  
race  
religion or belief  
sex  
sexual orientation

According to the Office for Students definition: harassment includes domestic violence and abuse (which can also involve control, coercion and threats) and stalking.

We would also consider harassment to include any incidents of physical violence towards another person(s) on the basis of a protected characteristic and hate crimes, such as those



criminal offences, which are perceived by the victim or any other person to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity.

**Sexual misconduct** through any medium, including, for example, online. Sexual harassment is any unwanted behaviour of a sexual nature which:

- violates your dignity
- makes you feel intimidated, degraded or humiliated
- creates a hostile or offensive environment

Remember, you don't need to have previously objected to someone's behaviour for it to be considered unwanted.

### **Declaration**

I understand and agree to this Student Code of Conduct. I understand that failure to adhere to this code of conduct or any other College policy may result in disciplinary action.

Signed (Student): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (Programme Leader): \_\_\_\_\_ Date: \_\_\_\_\_

*All students are also required to sign an additional **Social Media and Educational Study Visits Code of Conduct**. Sports Academy students are also required to sign an additional **Sports Academy Code of Conduct**.*