

Student Behaviour Policy

Owner: Sue Churches

Reviewer: Samantha Rooney

Reviewed: August 2025

To be reviewed: August 2026

Putting Students First

Contents

Chronology of updates	3
1. Introduction	4
2. Scope.....	4
3. Legal and Regulatory Framework	5
4. Objectives.....	5
5. Principles.....	5
6. Responsibilities	6
7. Procedures	7
8. Support.....	13
9. Staff Training.....	15
10. Monitor and Review	15
11. Communication.....	15
Appendix 1 - Examples of Positive Behaviour Strategies	17
Appendix 2 - Examples of Misconduct	18
Appendix 3 - Disciplinary Sanctions	20
Appendix 4 – Flowchart – Student/Apprentice Disciplinary Procedure	21
Approval	22

Chronology of updates

March 2024	Complete rewrite of the student and apprentices discipline policy and procedures – the Positive Behaviour Policy now replaces this policy
Jul 2025	Changes to text including title to Student Behaviour Policy from Positive Behaviour Policy
Jul 2025	Inclusion of a positive behaviour strategies – appendix 1
Dec 2025	7.13 point added - Inclusion that discipline can escalate to serious – stage 4 - and possible exclusion without having moved through previous stages in the discipline process.

1. Introduction

- 1.1 There are many forms of behaviour that can impact on a student's time at college. Our aim is to ensure that students stay at college, complete their course and achieve their potential. Therefore, managing behaviour should always be seen as a supportive measure with actions to address and change behaviour. There should be a holistic approach, considering all aspects of college life and external factors, when considering any student's behaviour; this will encompass Social, Economic and Mental Health needs.
- 1.2 Managing student behaviour should be seen as a supportive measure with actions to address and change behaviour. We will promote positive behaviour management by having a clear consistent behaviour management approach and focus on the prevention of inappropriate behaviour by using effective behaviour management techniques.
- 1.3 All college staff, teaching and learning and support, have a responsibility to promote positive behaviour and wellbeing through their own conduct and their interactions with students.
- 1.4 The behaviour of most students at The Isle of Wight (IW) college is exemplary - they are responsible and considerate. The Student and Apprentices Behaviour Policy recognises that most instances of poor behaviour can and should be dealt with informally and promptly by an appropriate member of the Isle of Wight College staff and that good behaviour management is essential for creating a conducive learning environment.

2. Scope

- 2.1 The policy applies to all students, adults, 14-16s and apprentices at the college, as well as visiting students and staff from other institutions. The policy outlines the expected behaviours of students, which are based on fundamental British values, and the responsibilities of staff to promote and manage positive behaviour.
- 2.2 The policy applies to all students' behaviour and to all areas of the college including inside and outside the classrooms, particularly if the behaviour brings the college into disrepute, such as work placements, residential trips, external trips and activities and across the college sites.
- 2.3 Staff, students, visitors or members of the public are encouraged to report at the earliest opportunity any alleged breaches of the student code of conduct or alleged antisocial or criminal behaviour or behaviour which brings IW College into disrepute. Once reported, IW staff (at an appropriate level depending on the nature of the offence) will take steps to investigate the alleged breach in a timely manner.
- 2.4 This policy will be used objectively and students will be treated fairly, free from discrimination in accordance with the college's Inclusion policies and procedures.

3. Legal and Regulatory Framework

Our policy aligns with guidance from the Department for Education (DfE) and relevant legislation including:

- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance)
- [Keeping children safe in education 2025](https://publishing.service.gov.uk/guidance/keeping-children-safe-in-education-2025) (publishing.service.gov.uk) Use of reasonable force in schools - GOV.UK (www.gov.uk)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)
- [Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26)

Internal Policies and Guidance:

- Maladministration and Malpractice Policy
- Health and Safety Policy
- College Charter
- Student Attendance Policy

4. Objectives

- 4.1 To ensure students know and understand what the college expects of them.
- 4.2 To ensure that students understand that our expectations are a part of their preparation for employment and life outside college and encourage students to reflect on their behaviour and take responsibility for their actions.
- 4.3 To prioritise prevention over punishment.
- 4.4 To take into account social, economic and mental health needs when addressing behaviour.
- 4.5 To ensure a consistent and fair treatment for all regardless of age, ethnic origin, gender, disability, sexual orientation, religion or belief.
- 4.6 To provide a transparent, workable, achievable and realistic framework for the consistent management of all behaviour-related issues.
- 4.7 To support the re-engagement of students who have not met college expectations.

5. Principles

- 5.1 The policy aims to create an environment where all members treat each other with respect and fairness. The college develops a sense of community where outstanding learning can occur.
- 5.2 All staff, students, apprentices, parent/carers, employers and governors are to be aware of the policy and committed to its principles.
- 5.3 All behaviours are within the scope of this policy. The college uses the A,B,C categories to record incidents or causes for concerns – Attendance, Behaviour and Commitment (to course).

- 5.4 The College have a clear set of behaviours that are expected of students. These behaviours are detailed in the Student Handbook, to students during their welcome to college, through the College Charter, through visible displays and throughout the academic year in teaching and learning.
- 5.5 Integral to the policy is the promotion of self-awareness, self-discipline, accountability, personal responsibility and respect for self and others. The process covers how college manages situations when there is a concern about the wellbeing of a student and how this will affect their ability to study at college and the impact on themselves and others.
- 5.6 Positive behaviour strategies should be in place throughout teaching and learning practice to manage situations and behaviours quickly and effectively before they reach escalation stages, for example clear and consistent expectations, rewards system, student voice and involvement, positive reinforcement and restorative processes to manage conflicts and rebuild relationships (see appendix 1 for further examples)

6. Responsibilities

- 6.1 Managing student behaviour, in class or outside, is the responsibility of all college staff. The IW College is committed to, and will provide, an ongoing training and development programme to keep skills and knowledge relating to behaviour management up to date for all staff to support the Student Behaviour Policy.
- 6.2 All teaching and support staff are responsible for providing feedback on a student's progress and behaviour and implementing positive behaviour strategies prior to any referral meetings and reviews taking place unless the behaviour is at a level of serious/gross misconduct.
- 6.3 The Teaching and Learning Managers (TLMs) provide guidance to both staff and students. TLMs assist staff and students in promoting a positive learning environment which encourages a culture of respect. TLMs support staff in managing any day to day behaviour issues in classrooms, workshops and other learning environments. TLMs will work closely with student support services to address individual needs and are responsible for stage 1 of the referral process, ensuring accurate behaviour records and maintaining E Trackr notes on any behaviour interventions or verbal/ written warnings issued ensuring that information is up to date and can be accurately used to determine the outcome of referral meetings.
- 6.4 The Head of Learning (HoL) is responsible for overseeing the escalation of interventions required for serious misconduct behaviours where this applies. The HoL will handle stage 2 of a referral process and ensure fairness and transparency along with the efficient management of the referral process, thus ensuring that the stages are implemented correctly, written warnings are issued correctly and recorded appropriately.

- 6.5 Members of the Senior Leadership Team (SLT) are responsible for the formal stages 3 and 4 of a discipline referral and any sanctions that may be issued at this point, including exclusion. SLT will handle disciplinary matters which are considered repeated serious misconduct or gross misconduct.
- 6.6 Governors are responsible for the development, approval and oversight of the college's behaviour policy to ensure that it is inclusive and aligned with the college's core values.
- 6.7 Students are expected to adhere to the Student Behaviour Policy and to encourage their peers to do the same.

7. Procedures

- 7.1 The college will promote positive behaviour through:
- **Recognition** – the college will recognise and celebrate students who consistently demonstrate positive behaviour through awards, certificates, Causes for Celebration noted on E Trackr and public acknowledgement.
 - **Support** – Students will have access to mentoring and services to support their personal and academic development.
 - **Engagement** – Regular student surveys, student executive committee and student voice will be conducted which involve students in the decision-making process of the college.
 - **Communication** – Clear communication channels will be established for students to express concerns or issues they may face.
- 7.2 All staff should give positive feedback to students whenever and wherever possible. This builds self-esteem and helps to build and support the ethos the college are aiming for:
- Staff should be particularly careful to avoid sarcasm, personal criticism and comments which could be seen to develop low expectations or could confuse students
 - Where challenge is required, it should be focused on specific actions and behaviours or on work, rather than on students as individuals. Interventions should indicate how to do better, and reviews should show positive steps taken
 - Staff may use a range of methods to celebrate success. Examples include praise, causes for celebration on E Trackr and certificates.
- 7.3 Inappropriate behaviour will be addressed through the following:
- **Intervention** – Early intervention strategies will be employed to address inappropriate behaviour before it escalates.
 - **Restorative Practices** – Where possible, restorative practices will be used to resolve conflicts and repair harm.

- **Sanctions** – A clear system of sanctions will be in place for serious or repeated breaches of the behaviour policy ranging from warnings to suspension or expulsion.
- **Support** – Students facing sanctions will be offered support to understand the impact of their behaviour and to make positive changes.

- 7.4 Formal disciplinary referrals should only be instigated when positive support and interventions have been tried and implemented. If there is repeated misconduct (see table 1) this may result in the matter being escalated to stage 3 of the staged process as detailed below.
- 7.5 All records of referral are kept on the E Trackr/Smart Assessor system and details of all aspects of interventions recorded. Targets set as part of the referral process will also be displayed on the student's E Trackr/Smart Assessor notes, enabling them to take responsibility for their targets.
- 7.6 **Suspension/'time out'** - For the purposes of this policy the term suspension should not be confused with the term exclusion. Suspension can be used as a precursor to any disciplinary action during the investigative phase. It can also be used as a 'time out' period, where it is considered, it would be detrimental for a student to remain on site where the health, safety and welfare of themselves or others is compromised.
- 7.7 A period of suspension does not automatically presume guilt and is without prejudice. A suspension should only be imposed where it is considered necessary, for example to enable an investigation to proceed unheeded where facts or evidence need to be gathered or where there is a safety consideration either for the student concerned or for others.
- 7.8 Conditions may be attached to the period of suspension and if these are not adhered to, it is most likely to carry further consequences for the student concerned if breached.
- 7.9 **Only a member of the Senior Leadership Team, Head of Learning (HoL), Head of Student Experience has the authority to approve a suspension period.**
- 7.10 Students with an EHCP

Where a student with an Education, Health and Care Plan is subject to suspension or where their placement is at risk of breakdown, it is essential that the response is coordinated and timely. The member of staff overseeing the suspension must engage with the Local Authority and relevant professionals to review the situation, ensure appropriate support is in place, and consider any necessary adjustments. The stakeholders should be actively involved in the disciplinary process and any decisions regarding outcomes, to ensure that the student's needs are fully understood and addressed in line with statutory guidance.

- 7.11 Any suspension and related investigation should be completed promptly, with the initial suspension period not exceeding **four weeks**... The period must be kept under review by the person who approved the suspension and may be extended if needed. A longer period may be imposed at the outset if the matter is being investigated as a criminal offence by the Police or Enforcing Authority (such as the Health and Safety Executive).
- 7.12 Suspension should be lifted once it is clear disciplinary action or external action such as police action is not being taken.
- 7.13 In cases of serious misconduct, the disciplinary process may escalate directly to formal action in 'stage 4', which includes exclusion, regardless of whether previous warnings or earlier disciplinary steps have taken place.
- 7.14 Table one below summarises the stages in the process, the potential sanctions, the staff who can issue them and how the outcome should be noted on the student's eTrackr record / Smart Assessor for apprentices.

Table One – Stages of a Discipline Referral Process (use with reference to Appendix 2)

Stage	Outcome	Who Leads/Chairs the meeting?	eTrackr/Smart Assessor record
Stage 1 Minor Misconduct	Student meeting to take place Action plan and review meeting in two -three weeks time Verbal warning or written warning 1 issued	Teaching and Learning Manager (TLM)	Recorded as Cause for Concern and notes made of action plan Written warning stays on file for remainder of academic year
Stage 2 Serious Misconduct	Suspension may be required pending investigation – Student meeting to take place Action plan and review meeting in two – three weeks time Written warning 2 issued	Head of Learning (HoL)	Recorded as Cause for Concern and notes made of action plan Written warning stays on record for the duration of the academic year
Stage 3 – Gross Misconduct	Suspension may be required pending investigation – student meeting to take place Sanction issued, recommendations following review of the case. Referral can be made at this stage to stage 4 if deemed appropriate. Final written warning issued	Member of Senior Leadership Team	Recorded as Cause for Concern - Formal Discipline Stage. Written warning also issued as appropriate – stays on record for the duration of the academic year or for the duration of time in college depending on the nature of the offence.
Stage 4 – Final Gross Misconduct	<ul style="list-style-type: none"> • complete exoneration • further investigation • continuation at college with specific conditions • recommend to transfer to another course • bespoke timetable • exclusion with a time limit for any re-enrolment • Permanent exclusion (approved by the Principal) 	Deputy Chief Exec /Member of Senior Leadership	Recorded as Cause for Concern - Formal Discipline Stage. Written overview of outcome issued

Stage 1

The Teaching and Learning Manager will meet with the student and their lecturer/reporting member of staff and engagement mentor, if required, as soon as possible but **no later than 5 working days** after receipt of the Incident/Cause for Concern ETrackr note (timeframes may be longer in holiday periods).

At the meeting, the TLM will explore the reasons for referral, consider the student's progress and any mitigating or external factors. A summary of the issues discussed will be noted on E Trackr with agreed targets to address / resolve the issue(s). A review date will be agreed (normally two weeks from the initial referral).

The review meeting will be held as agreed and if the problem persists or the student does not meet the agreed targets, then Stage 2 of this procedure will be instigated.

If targets are achieved successfully the student will be taken off stage 1. If targets are partially achieved, the TLM can extend or adapt targets for a further review period (normally 2 weeks)

A maximum of 2 reviews can take place before the student must either be escalated for further support at stage 2 or removed from referral.

Stage 2

The student will be referred to their Head of Learning (HoL) by the appropriate TLM (or equivalent). A summary report will be given to the HoL at least **one working day before** the meeting detailing the reasons for referral.

The HoL has the responsibility for chairing the meeting and ensuring a record of the meeting and actions. The HoL will meet with the student and parent/carer/representative/employer with the TLM and engagement mentor as appropriate as soon as possible **but no later than 10 working days** after receipt of the Incident Report, Cause for Concern or request for escalation (timeframes may be longer in holiday periods).

If the concern raised is around the student's fitness to study, a member of Student Support (e.g. additional learning support, engagement mentors or safeguarding) must be invited to attend the meeting and appropriate college and external services will be explored along with any reasonable adjustments. The student will be told how the procedure works and what the next steps will be.

The review meeting will proceed as scheduled. Either before or after the review meeting, if the issue continues or the student fails to meet the agreed targets, stage 3 of this procedure will be initiated. If targets are successfully achieved, the student will be moved down to Stage 1 of the referral or can be removed from the referral process altogether at the discretion of the HoL.

Where a referral is used to support an apprentice, the employer may also be informed and invited to attend the referral at stage 2 or above.

Stage 3

The student will be referred to the appropriate Senior Manager (e.g. Assistant Principal) by the HoL/TLM. All previous paperwork and information will be given to the Senior Manager at least **one working day before** the referral meeting.

The identified Senior Manager has the responsibility for chairing the meeting with the student and parent/carer/representative, employer and HoL/TLM, engagement mentor (for advocacy), and any other relevant staff as appropriate. The E Trackr recording of the meeting and any actions will be completed by the HoL/TLM.

The referral meeting will take place with the student as soon as possible but **no later than 10 working days** after receipt of the referral from the TLM/HoL (timeframes may be longer in holiday periods).

At stage 3 an extended plan will be completed with the appropriate senior manager, HoL/TLM. A formal written warning may be issued at this stage. The student will receive this in writing together with actions and interventions required to achieve for a review meeting.

The Head of Foundation Learning and High Needs SEND and/or Student Support Services will assess to see if the student's health or needs are affecting their studies. They may, with the student's written permission, request an assessment from the appropriate health professional. Depending on the nature of the behaviour, the case can be escalated to stage 4 if seen appropriate by the Senior Manager.

If targets are achieved successfully, the student may be moved down to Stage 2 of the referral or can be removed from the referral process altogether at the discretion of the Senior Manager.

Stage 4

The student will be referred to the Stage 4 by the HoL. All previous paperwork and information will be given to the panel members **at least two working days** prior to the meeting.

The Stage 4 Panel will consist of the Deputy Chief Executive or a member of the Senior Leadership Team (Chair) and the HoL/other appropriate staff as required e.g. an engagement mentor to support advocacy for the student. The meeting will require the student and parent/ carers, if under 18, or employer (where applicable). Other colleagues may be invited as necessary, at the Chairs discretion.

Evidence will be presented by the HoL (or equivalent). The student will have the opportunity to present their own version of events, their own evidence and articulate their response to the incident or situation.

In cases where a serious verbal or physical assault has been alleged to have been committed by a student against a member of staff, the member of staff involved will be supported by

college HR processes and given the opportunity to submit a written statement or give a verbal statement to the Chair prior to the referral meeting for consideration.

At the end of the Stage 4 meeting the panel may need to time to consider and take time to reflect on information before determining actions. Based on the evidence the panel can recommend the following actions:

- Complete exoneration
- Further investigation
- Continuation at the College with specific conditions; this may include a requirement to take on specific tasks or responsibilities
- Recommend transfer to another course
- Exclusion, with a time limit for re-enrolment
- Permanent exclusion (approved by the Principal and CEO)

The student will be notified of the decision either at the meeting (at the discretion of the panel) or in writing after the meeting **within 5 working days**. A letter will be copied to parents/ carers where appropriate. This information will be recorded on the student's E Trackr record.

If excluded, the HoL will withdraw the student from the course. If under 18 years the safeguarding team will also notify the LA of the exclusion.

If reintegrated back into college, the panel will agree a set of conditions, including targets that will be overseen by the HoL (or equivalent), and review progress within a two-to-four-week window. If all targets have been met, then the student will be de-escalated to a lower stage of referral or removed from referral all together at the discretion of the Chair. The decision of the Panel is final.

8. Support

- 8.1 The college recognises that on occasion a student's / apprentice's behaviour can be as a result of a learning difficulty or disability they may have. This will be taken into consideration, together with the effectiveness of any reasonable adjustments the college has put in place, by staff when following this procedure. As appropriate reference will also be made to other college procedures such as those related to health and safety and safeguarding. The college has a duty to maintain a safe place of learning and work and therefore will follow the steps laid out in this procedure to deal with behaviour felt to be unacceptable, especially where it puts others at risk.
- 8.2 All offers of a place at college for students aged 14-16 years old will be subject to an initial six-week induction and probation period. During this time, the student's progress, performance and behaviour will be monitored. If any causes for concern arise during this time they will be discussed with the student, their parent / carer and, as applicable, their school. If at any point it is felt that the college is not able to meet the student's needs or that their behaviour or conduct are not acceptable, the offer of a place at the college will be withdrawn. This decision will be made by the Head of

Learning Foundation and High Needs in liaison with a member of the senior leadership team. After this initial six-week period the college student behaviour policy will apply in the usual way.

- 8.3 Children we care for (e.g. Looked after Children and Care Leavers) - where a student / apprentice is considered vulnerable, the college will be mindful of this when dealing with any issues concerning their behaviour or conduct at college. A member of the safeguarding team will be involved at each stage in the process and will liaise with the relevant virtual school as necessary. The college staff will refer as appropriate to national and local guidance about children we care for to inform decision-making. It should be noted that this guidance is often intended for use in schools and academies and not specifically general further education colleges. Therefore, the college will refer to them as a source of good practice rather than mandatory guidance. The main guidance document is: 'The designated teacher for looked-after and previously looked-after children: Statutory guidance on their roles and responsibilities' [Designated teacher for looked-after and previously looked-after children - GOV.UK \(\[www.gov.uk\]\(https://www.gov.uk\)\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/678262/Designated_teacher_for_looked-after_and_previously_looked-after_children_-_GOV.UK.pdf) (DfE, February 2018).

9. Staff Training

- 9.1 Ongoing training for all staff on the referral process is available through professional development and updates in department/team meetings.
- 9.2 Staff will receive ongoing training as part of teaching and learning development on different behaviour issues e.g. de-escalation, dynamics of the classroom and ACEs.
- 9.3 Specialist behaviour de-escalation training e.g. SCIP will be provided for staff requiring such training and interventions e.g. significant learning disabilities. Risk assessments and other behaviour management plans must be in place and audited by the TLM and HoL where this applies.

10. Monitor and Review

- 10.1 Together with the Assistant Principal, HoLs and TLMs will conduct periodic assessment of the policy's implementation to review whether the policy is achieving its intended outcomes.
- 10.2 The TLM will keep teaching and support staff informed of any changes to policy and procedure and ensure that staff understand and comply with the process.
- 10.3 The policy and its implementation will be reviewed annually or whenever significant changes occur.
- 10.4 The HoL will conduct audits in their departments to assess compliance with the policy and advise on any training or development needs.
- 10.5 Feedback will be obtained from relevant stakeholders, staff, students, parent/carers, external professionals, employers and other stakeholders.
- 10.6 Data on behaviour incidents will be monitored by the HoL for their departments to inform on any patterns or emerging issues and to analyse and review the effectiveness of interventions and responses. This will be reported through to the Senior Leadership Team and governors as requested.
- 10.7 E Trackr reports, survey information, student executive committee, student voice and feedback will be used to inform the review process.

11. Communication

- 11.1 Positive behaviour in college will be promoted from the start of the academic year through the student charter and the student welcome process.
- 11.2 Visual reminders to highlight key aspects of the behaviour policy will be around college in the form of posters and use of positive imagery and language to promote the desired behaviours.
- 11.3 Integration and discussion around positive behaviours in the curriculum where relevant. This can help students understand the practical application of the policy in their academic and personal lives.
- 11.4 Promotion of positive behaviours via social media and the college website.
- 11.5 Promotion of positive behaviours through student voice and student executive committee so that student leaders promote the policy to their peers.

- 11.6 Regular updates of the policy to students and staff and using these opportunities to address any questions or concerns.
- 11.7 Feedback from staff and students for their thoughts on the policy and its implementation.

Appendix 1 - Examples of Positive Behaviour Strategies

1. Clear Expectations and Consistency
 - Establish and communicate clear, age-appropriate behaviour expectations.
 - Use consistent language and routines across all staff to reinforce expectations.
2. Positive Reinforcement and Recognition
 - Implement a points-based or tiered reward system (e.g. gold, green, amber, red) to acknowledge positive behaviours
 - Celebrate achievements through:
 - Verbal praise
 - Certificates or awards
 - Recognition boards
 - Letters or emails home
3. Restorative Approaches
 - Use restorative conversations or meetings to resolve conflicts and rebuild relationships.
 - Encourage students to reflect on their actions and take responsibility.
4. Student Voice and Involvement
 - Involve students in shaping behaviour expectations and reviewing the policy.
 - Use student executive committee or feedback surveys to gather input on what motivates them.
5. Positive Relationships and Role Modelling
 - Encourage staff to build respectful, supportive relationships with students.
 - Model calm, respectful behaviour and emotional regulation
6. Structured Support and Mentoring
 - Offer mentoring for students who need additional support.
 - Use pastoral support teams or wellbeing hubs to provide early intervention.
7. Recognition of Effort and Progress
 - Acknowledge not just outcomes but also effort, improvement, and resilience.
 - Use progress tracking to highlight personal growth.
8. Inclusive and Trauma-Informed Practice
 - Adapt strategies for students with SEND or those who have experienced trauma.
 - Avoid punitive approaches that may escalate behaviour or disengagement.
9. Digital Behaviour Monitoring Tools
 - Use systems like E Trackr and FastVue to track and analyse behaviour trends.
 - Share data with tutors and parents/carers to support early intervention.
10. Positive Starts and Endings
 - Begin lessons with a welcoming tone and clear objectives.
 - End with a positive summary or reflection to reinforce learning and behaviour.

Appendix 2 - Examples of Misconduct

The following illustrates behaviour which is likely to signify misconduct, but is neither exclusive nor exhaustive:

- Acts of plagiarism including inappropriate use of AI (see Maladministration and Malpractice Policy)
- Failure to comply with a reasonable request from a member of staff.
- Smoking/vaping in non-smoking/vaping areas.
- Low level disruptive behaviour
- Any unruly noise, or unruly behaviour, or the use of foul or abusive language
- Disrupting any class or any other college activity, whether or not involving staff or other students.
- Disruption of, or improper interference with, the academic, administrative, sporting, social or other activities of the college, including offensive behaviour, whether on college premises or elsewhere.
- Obstruction of, or improper interference with, the functions, duties or activities of any student, member of staff or other employee of the college or any visitor to the college
- Failure to comply with any government or college guidance in place at the time will lead to disciplinary action.

Examples of Serious/Gross Misconduct (Disciplinary Action) - The following illustrates behaviour which is likely to signify serious and gross misconduct, but is neither exclusive nor exhaustive:

- Persistent misconduct behaviour (including persistent low level behaviours if previous sanctions have been made) despite previous discipline interventions and actions.
- Acts of malpractice/ repeated plagiarism including misuse of Artificial Intelligence (AI).
- Malicious communications, including electronically, and in appropriate comments/media/media/recordings on any social media site or messaging service regarding Isle of Wight College members.
- Verbal abuse of staff, other adults or students.
- Possession of drugs (including 'legal highs') or suspected to be under the influence of drugs (as defined in the Misuse of Drugs Act) covering possession, use and/or supply in any part of the college estate.
- Bullying, including cyberbullying.
- Discriminatory conduct on the basis of the Equality Act 2010, including actions that are sexist, homophobic, racist or on the basis of religion/belief or which is offensive to those with learning and/or physical disabilities.
- The causing of damage, deliberate or through negligent actions, to, or defacement of, any IW buildings, equipment, books or furnishings or any property of others.
- Acts of dishonesty, including theft, fraud, deceit, or deception in relation to IW College, its staff, its students or its visitors
- Endangering other students, staff or visitors

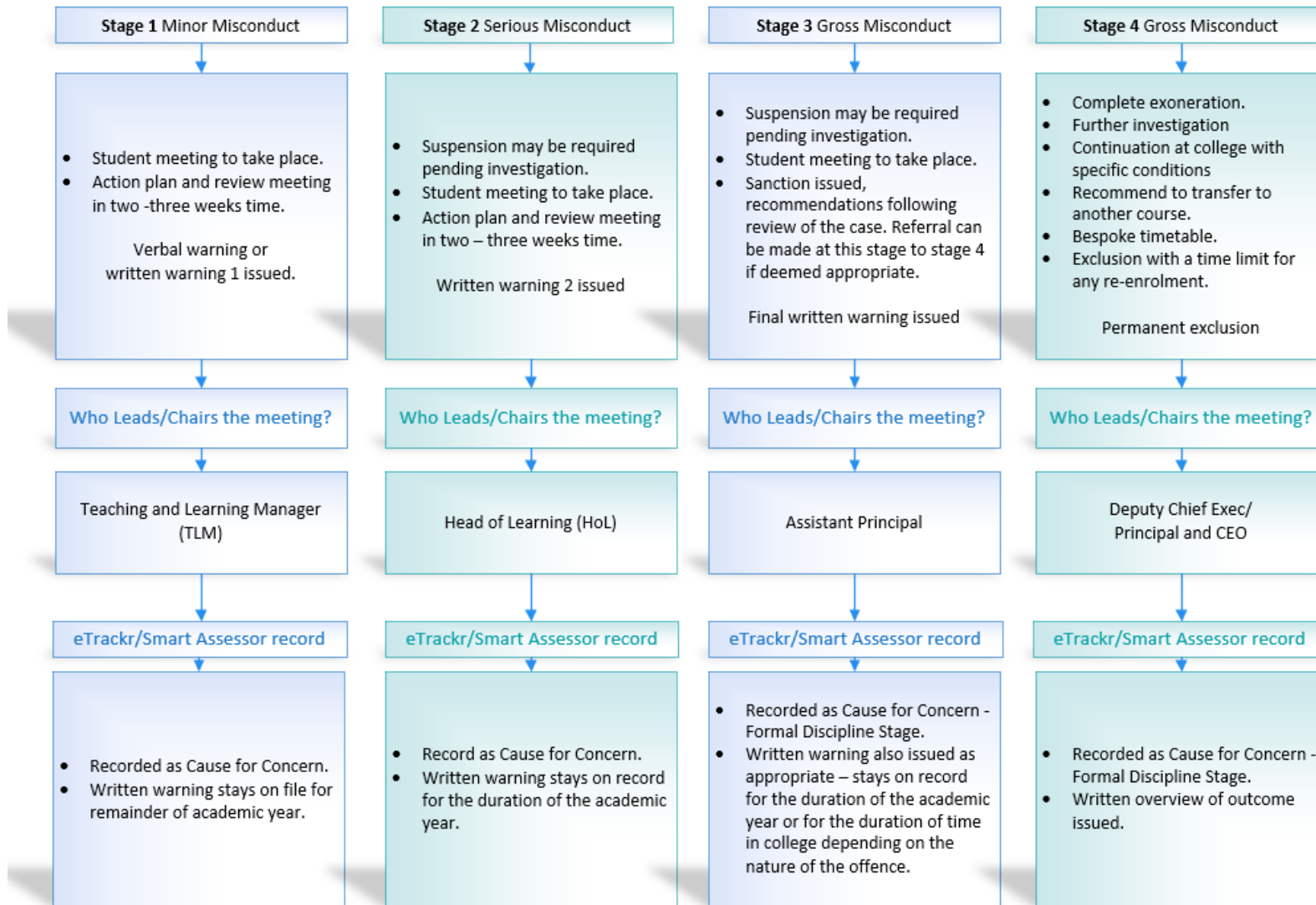
- Violent, indecent, disorderly, threatening, or offensive behaviour or language whilst on college premises or engaged in any college activity
- Physical, sexual or verbal assault
- Damage to or discharge without just cause of, or other misuse of or interference with, a fire extinguisher or other fire safety equipment
- Drunkenness or suspected intoxication on or near college premises, or while representing college off site.
- Possession of drugs, or suspected to be under the influence of drugs or involvement in any drug related activity whilst on or near college premises, or while representing the college off site.
- Breach of the provisions of any college rule, regulation, policy, procedure or code of practice including those for Exams and Quality, Health and Safety, Information Services, Student Support Services and Safeguarding.
- Breach of Isle of Wight College IT Acceptable Use Policy and misuse of social media
- Behaviour, which has a significant adverse impact on The Isle of Wight College's reputation.
- Inviting anyone onto IW College grounds/buildings who is not a member of The Isle of Wight College.
- Being in possession of an offensive weapon whilst on or near college premises, or while representing college off site.
- Offensive Weapons - The Isle of Wight College determines that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into College. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc. will also be deemed to be offensive weapons. Other types of offensive weapons will include imitation weapons, lengths of pipe, craft knives, bats, other blunt instruments, possession of any corrosive liquid or items judged by the College to be carried with the intention to inflict injury on another individual - this includes fireworks, blades, chemicals etc.

Appendix 3 - Disciplinary Sanctions

Depending on what the offence is, the panel may consider a number of other sanctions either on their own or in addition to a Written Warning. The sanctions will usually depend on the nature of the offence including how and when it was committed plus consideration will be given to their previous conduct and academic achievement. If the student committing misconduct is under 18 the outcome will be conveyed to their parents/carers.

- Verbal warning
- Written warning (1)
- Written Warning (2)
- Final Written Warning (3)
- Time out period
- Suspension
- Temporary exclusion with time limits
- Permanent Exclusion (approved by Principal and CEO)

Appendix 4 – Flowchart – Student/Apprentice Disciplinary Procedure



Approval

Date Approved: August 2025

Approved by: Senior Leadership Team and Corporation

Implementation Date: Sept 2025

Updated date: August 2025

Date for review: August 2026