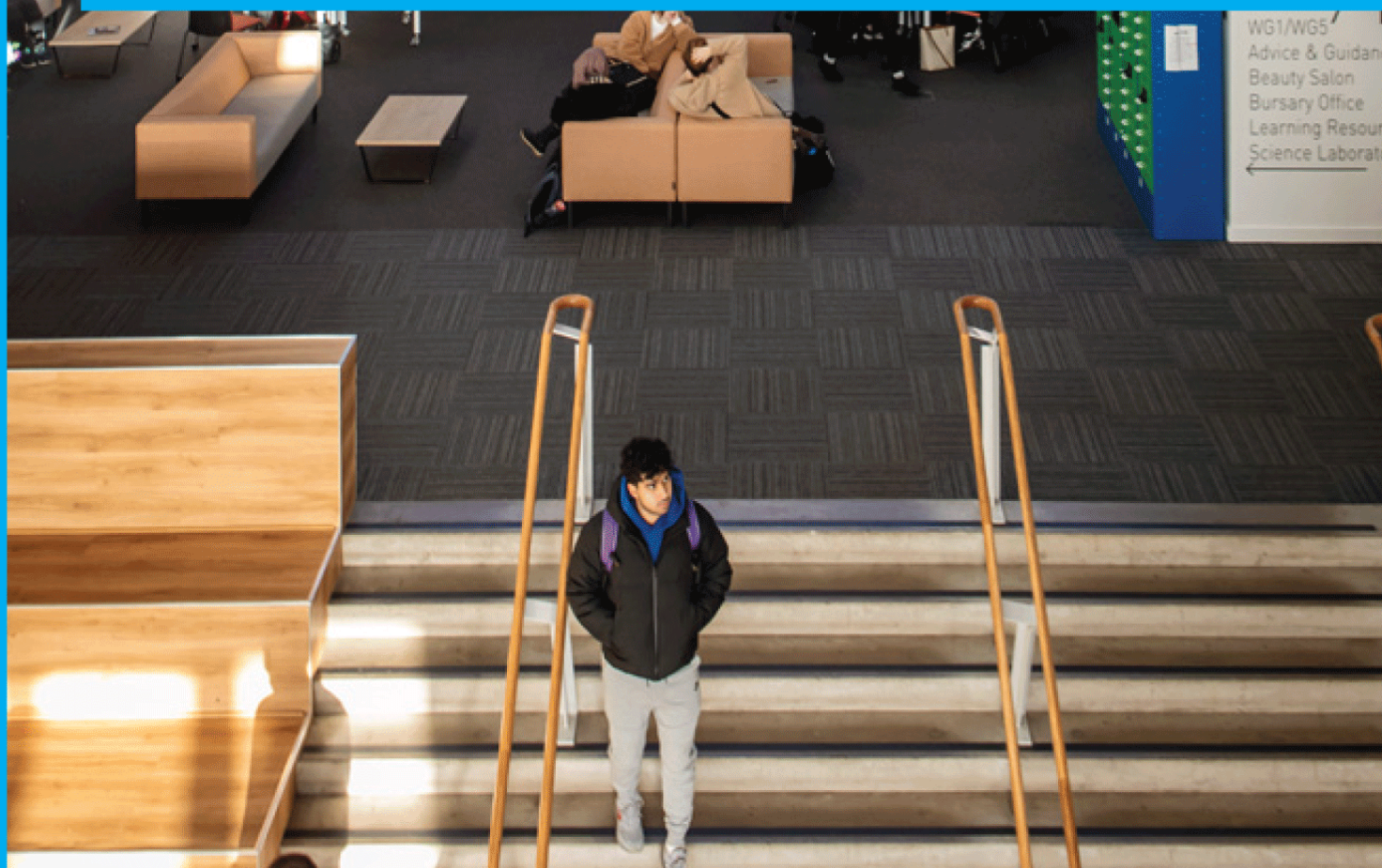




Glasgow
Kelvin
College

Glasgow Kelvin College Learner Behaviour Policy



Document Control Information

Reviewed by the Academic Board: April 2026

Date of Next Review: April 2028

Approved by the Learning and Teaching Committee: May 2026

Glasgow Kelvin College Learner Behaviour Policy

Document Control Information

Reviewed by the Academic Board: April 2026

Date of Next Review: April 2028

Approved by the Learning and Teaching Committee: May 2026

The Board of Management (or any person/group with delegated authority from the Board) reserves the right to amend this document at any time should the need arise following consultation with employee representatives.

1. Introduction

This Glasgow Kelvin College Learner Behaviour Policy provides clarity on expected levels of behaviour for all enrolled students at the College. It will assist College staff to provide an environment that is welcoming to all and conducive to effective learning. The College is committed to fostering a positive, inclusive and trauma-informed learning environment where all learners feel respected, safe and supported. Staff will seek wherever possible to use restorative approaches to resolve conflict, rebuild relationships and encourage positive behaviour.

This policy will be promoted to all students as part of their College induction programme.

2. Student Charter

The College has a [Student Charter](#) which is shared and promoted to students through induction and College digital resources.

The [Student Charter](#) outlines the expectations learners can have of Glasgow Kelvin College and of the learners themselves. It is envisaged that when invoking the Learner Behaviour Policy, the [Student Charter](#) should also be referred to.

The College is committed to ensuring learner voice plays an active role in shaping and reviewing expectations of behaviour. Feedback from students, including through class representation and the Students' Association, will be used to inform ongoing development of this policy. This includes ensuring that the lived experiences of learners with protected characteristics are considered in how behavioural expectations are interpreted and applied across the College.

Learners are required to complete and sign an enrolment form or enrol electronically. This is a "contract" with the College and commits learners to the responsibilities contained in the [Student Charter](#). The responsibilities are designed to ensure that learners, individually and collectively, are able to achieve their full potential as a consequence of engaging in an effective formal and informal learning process.

The responsibilities established in the [Student Charter](#) require that learners will:

- be responsible for their own learning and progress;
- act honestly and openly in their interactions with staff and fellow students;
- have a student voice and be represented on the Board, its committees and other College committees;
- explore and enjoy their learner journey in and out of the classroom;
- build relationships to grow and develop citizenship skills;
- be respectful, courteous to all and not act in a way which brings the college into



- disrepute;
- participate fully in College life and shape its future direction;
- attend classes and complete work on time to fulfil their potential;
- keep cameras on, when possible, during online lessons;
- remember that online lessons are private spaces so respect the privacy of others
- by not sharing content;
- be respectful to our campus environments and local neighbourhoods
- take responsible care of their own health and safety and that of others.

3. Learner Behaviour Expectations and Academic Standards

Learners are responsible for their behaviour while at College and are expected to treat staff and fellow learners with courtesy and respect at all times. At all times, learners should behave in a manner which follows and respects the expected behaviours set out in the [Student Charter](#). College academic standards specify expected behaviours related to assessment and qualification requirements. These are set out in a range of policies related to the assessment process including the College [Malpractice & Maladministration Policy](#).

College staff have a responsibility to ensure that its learning environment is appropriate to the needs of all learners and to enforce health and safety procedures during all College activities.

Everyone has a responsibility to challenge unacceptable behaviour which is likely to disrupt or degrade the learning experience of other learners. For example, all behaviour which contravenes the College's [Equality Diversity & Inclusion Policy](#).

The College will actively monitor behavioural incidents, disciplinary actions, and related outcomes to identify any patterns of disproportionate impact on learners with protected characteristics as defined under the Equality Act 2010, where data is available. Where disparities are identified, the College will take appropriate action to review processes, provide staff guidance, and implement targeted interventions to promote fairness and consistency in decision-making.

Learners should not act in a way which threatens the health, safety or wellbeing of other learners or staff.

It is anticipated that, as College staff are required to challenge unacceptable behaviour, learners will respond appropriately and the exhibited behaviour will improve. Unacceptable or improper behaviour includes, but is not limited to:

- failure to comply with College regulations;
- unacceptable behaviour (e.g. swearing, threatening/aggressive behaviour) towards students or staff
- disruptive behaviour
- dishonest or fraudulent behaviour
- poor level of engagement or attendance
- bringing illegal substances into College
- theft of, or damage, to College property
- bringing or distributing pornographic or offensive literature into College (including electronic material).
- being assisted or assisting others with the preparation and/or completion of assessed work where this contravenes the conditions of assessment



- any other forms of academic malpractice or dishonesty, as stated in the College's [Malpractice & Maladministration Policy](#), and including the illegitimate use of generative A.I.

The following are examples of candidate malpractice, but staff should be vigilant to other instances of suspected malpractice that may undermine the integrity of qualifications:

- Plagiarism — failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own;
- Collusion with others when an assessment must be completed by individual candidates;
- Copying from another candidate (including using ICT to do so) and/or working collaboratively with other candidates on an individual task;
- Use of Artificial Intelligence tools to create assessment content that is submitted as the candidate's own
- Personation — pretending to be someone else
- Inclusion of inappropriate, offensive, discriminatory or obscene material in assessment evidence
- Frivolous content — producing content that is unrelated to the assessment
- Unauthorised aids — physical possession of unauthorised materials (including mobile phones, electronic "sharing" devices, notes etc) during a controlled assessment
- Misconduct — inappropriate behaviour during an assessment that causes disruption to others. This includes shouting and/or aggressive behaviour or language, and having a prohibited electronic device that emits any kind of sound in the assessment room
- Breaching the security of assessment materials to threaten the integrity of any exam or assessment.

A breach in these guidelines could result in the learner repeating the assessment, withdrawal from certification, or triggering of the Student Disciplinary Procedure.

Where behaviour may be linked to an additional support need, disability, trauma or other external circumstance, the College will seek to identify appropriate support strategies and reasonable adjustments in line with the Equality Act 2010.

4. Disciplinary Sanctions

Where possible and appropriate, the College will seek to deal with unacceptable behaviour informally. However, if the member of staff believes an incident to be sufficiently serious, it may require the Student Disciplinary Procedure to be invoked. Low-level misconduct that may be best managed informally includes, but is not limited to, minor classroom disruption, low-level rudeness or inappropriate communication, late arrival, inappropriate use of mobile phones or other digital devices, or poor classroom engagement.

In the unlikely event that an individual or group of individuals continues to display unacceptable behaviour, the College may implement disciplinary sanctions to ensure a positive environment for all students in which effective learning can take place. This will help to encourage all students to achieve and maintain acceptable standards of conduct and academic performance, and will also make clear that there are consequences for inappropriate behaviour.



Behaviour that constitutes harassment, victimisation or hate incidents related to any protected characteristic should be treated as serious misconduct. The College has a legal duty under the Equality Act 2010 to protect learners and staff from such behaviours.

Breach of the Learner Behaviour Policy may lead to disciplinary action being taken against a student, and repeated breaches or a single serious breach may result in a student being suspended or excluded from the College.

The College has identified a number of sanctions which may be applied in the event of unacceptable behaviour on the part of learners. The type of sanction will depend on the student and on the nature and extent of the unacceptable behaviour. The learner will have the right to be heard prior to any sanction being implemented and a right to appeal against the sanction.

The College is committed to ensuring that all students who may be subject to disciplinary processes are dealt with in a fair and equitable manner, whilst taking into account the individual circumstances of each student. The Student Disciplinary Procedure sets out the actions which should be followed where learner behaviour falls significantly below College expectations.

The Student Disciplinary Process can be initiated by sending a completed Disciplinary Incident Report Form to Amrit Bedi, abedi@glasgowkelvin.ac.uk

5. Related College Documents

The following College documents support implementation of this Learner Behaviour Policy:

- [Student Charter](#)
- Student Disciplinary Procedure
- [GKC - Safeguarding Children, Young People and Vulnerable Adults Policy and Procedure](#)
- [GKC - Equality Diversity & Inclusion Policy](#)
- [GKC - Dignity and Respect Policy and Procedure](#)
- Gender Based Violence Policy (awaiting approval)
- [GKC - Alcohol, Drugs and Substance Misuse Policy](#)
- [GKC - Health and Safety Policy](#)
- [GKC - No Smoking & Vaping Policy](#)
- [GKC - ICT Acceptable Use Policy](#)
- [GKC - Data Protection Policy](#)
- [GKC - Copyright Policy](#)

6. Review

This Learner Behaviour Policy should be reviewed every two years.

