

Student Behaviour Policy

SUMMARY

The policy sets out clear standards of conduct expected from students, promoting a respectful and inclusive campus and learning environment. In this sense, it starts by providing broad guidance for students. The policy then moves on to outline the processes for addressing violations of the behaviour standards, including disciplinary actions, and appeals, ensuring fair and consistent handling of misconduct.

PART ONE

1. INTRODUCTION

Welcome to OMNES Education London School (OELS), a school and community committed to academic excellence and professional growth. This Student Behaviour Policy is designed to uphold our institution's values and standards, which reflect the unique academic and professional ethos of our campus. Our goal is to foster a nurturing environment that respects the diverse needs and contributions of all students while maintaining the integrity of our educational mission. This policy aligns with the commitments outlined in the Student Charter, emphasizing mutual respect, integrity, and active engagement in both academic and community life

2. SCOPE

This policy should be read in conjunction with the following OELS Policies: The Teaching and Learning Strategy, the Academic Integrity Policy, the Attendance and Student Engagement Policy, and the Appeals and Complaints Policy.

2.1 This strategy applies to all academic programmes and courses, faculty, and students within the institution.

PART TWO: Guidance, Resolution, Escalation, and Support.

Study Abroad Students only

Alignment with the Code of Conduct and Participation Marking Criteria

This policy operates in conjunction with the *Code of Conduct* outlined in the *Student Handbook (Section 4)*. This is a broader policy outlining general ideas, beliefs, and positions, while the Code of Conduct is a more detailed and specific document about a range of precise contexts. Together, they provide a framework for what is expected from our students in terms of behaviour and professional conduct both inside and outside the classroom.

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This policy also aligns with the participation marking criteria that are used in many of the modules that you will be taking during your time in London. These criteria include the five values of OELS and exemplify how these values are demonstrated and incorporated throughout the school at all levels.

In the *Student Handbook*, the five values are outlined in terms of how the school operates and what we can offer you in terms of your overall experience in London. In the section below, however, we use these same values to show you what we in turn expect from you in terms of your behaviour and approach.

All Students

To make our expectations clear and to frame our guidance in an easy-to-understand manner, we have provided some examples and some questions that you can ask yourself at each stage.

Expectations of Conduct

Innovation: If you run into an issue, consider how you can solve it. For example, check the right person to speak to. If you're not sure, have a look in the Student Handbook or Module Handbook first of all. Ask yourself the following questions:

- Have I tried to solve it myself?
- Have I considered dealing with this problem in another way?
- What could I do if my plan *a* does not work?

Professionalism: When you are at school, think about how one of the key aims of the school is to help prepare you for the professional world. Ask yourself the following questions:

- If I behaved like this during an internship or a job, would it help me to succeed?
- When I email a member of faculty or the administration, how will they know who I am? Have I included the name of my programme/course and my group name? Have I used a respectful tone? (For more information, see *Student Handbook section 1.2.2*)
- If I did not show up to work without emailing in advance, what would my employer think?
- Am I punctual for classes and meetings?
- Do I listen when others speak? *This is very similar to work meetings where those who do not listen to their colleagues/managers are not considered to be very professional.*

Agility: The world is constantly evolving, and change is everywhere. Having the ability to adapt to change is a powerful skill. Ask yourself the following questions:

- If something changes in my timetable, have I considered whether I am able to adjust *before* I email the Student Experience Manager?
- If an unexpected problem arises, do I immediately complain or do I consider how I might learn from the experience?

Global Citizenship: The reality is that while hard skills are very important, it is often soft skills that allow you to succeed in the workplace. OELS regularly runs Industry Advisory Panels with senior professionals in a range of industries, and they inform us, time and time again, that it is

often attitude that makes the main difference in terms of whether they want to hire and train someone. Ask yourself the following questions:

- Do I behave as part of a community?
- Do I try and support others where I can?
- Am I friendly and kind?
- Am I a good team member?
- Do I listen to others' views with empathy and without interrupting them?

Exploration: Learning in new ways and with new people is not always easy, but it is also an opportunity to discover new methods and approaches. Ask yourself the following questions:

- If this teaching methodology does not appear to be useful, is it because it really is not useful or is it because it is simply new to me? Should I give it more time before I judge?
- Have I tried to meet people with different views from my own?
- Have I left my comfort zone and tried to engage with new ideas respectfully?

We hope that having read through the above, you will have been filled with a general feeling that these approaches and ideas make sense, and where you maybe have different ideas, you are willing to give new ones a try. As a result, we hope that the rules below make sense. However, for the avoidance of any ambiguity, we do have a few sacred rules.

Rules

1. **Respect:** Treat all members of the OELS community with respect. This is not just about senior management, but about all faculty, other students, members of the administration, cleaners, guest speakers, and anyone else. It involves both oral and written communications.
2. **Phones:** These are not to be used in class unless your lecturer has specifically stated that they are to be used for a specific educational activity. They should be on silent mode (not vibrate) and out of sight. A wide range of research has shown that phone use is an addiction and distracts both faculty and other students when out. If you are expecting an urgent call during the class, please inform your lecturer beforehand.
3. **Punctuality:** Show up on time. In the context of OELS, this means within 5 minutes of the designated starting time. Remember that different cultures and different organisations view punctuality differently. Being late in England is often considered to be rude and indicates a lack of interest and/or professional preparation.

Resolution of Issues

While we encourage informal resolutions through open dialogue and mediation, there are instances where formal actions may be necessary. If an important incident has taken place, and you would like to report it, please speak to the *Campus Coordinator* at reception about completing an *Incident Form*. For clarification, an 'important incident' is anything that the person reporting it deems to be important; there is no set criteria or definition of this term. Depending on the severity of the behaviour, sanctions may include, but are not limited to, written warnings, probation, suspension, and in severe cases, expulsion from the institution. These processes align with the mutual expectations and continuous improvement commitments outlined in the Student Charter, ensuring a fair and transparent approach.

For Study Abroad students, we may discuss the option of sending the student back to their Home School. We do not like to do this, but if we feel a student is being disruptive and having a negative impact on our community, we do sometimes send them back to their Home School. Studying abroad is a privilege and not a right.

Resolution & Escalation Process

We take an optimistic and positive approach to issues that arise by taking the view that often these will be as a result of a misunderstanding of expectations or a miscommunication of some sort. As a result, we favour informal discussions and clear signposting as to where the issue lies and how it can be resolved. However, where required, there is an escalation process in place:

Step 1. Informal Warning: The process starts with an informal discussion between the student and the faculty member to address the behaviour and seek an immediate resolution. The lecturer also informs the Programme Lead by email that this has taken place.

Step 2. Formal Written Warning: If the issue persists, or a new issue arises (either in this module or another module on the programme), a formal written warning is issued by the Programme Lead, with the Director of Teaching & Learning in copy. Where the Programme Lead feels it would be helpful, the Director of Teaching & Learning may also contact the student(s).

Step 3. For Study Abroad students: Home School Informed: If these two warnings remain unheeded, the Programme Lead will inform the Director of Teaching & Learning and the School Director, who will then contact the Home School to inform them of the situation. They will explain that if issues continue, the next step will be a Disciplinary Committee, which may result in significant sanctions.

Step 4. Disciplinary Committee: If issues remain at this stage, a Disciplinary Committee will be convened (see [Disciplinary Committee Procedure](#) for more information). This may lead to a variety of sanctions, such as a temporary suspension from the school, which will be kept on the student's record.

Step 5. Expulsion: In cases where behaviour continues to be disruptive and problematic, or in some cases where there is only one issue, but it is of a very serious nature, students will be expelled from the school. They will not receive any credits and will not be able to take any resits.

Please note that while this is the typical escalation process, if the issue is of a serious nature, the escalation process may start at one of the intermediate steps. In rare but very serious cases, where violence or other equally serious transgressions take place, it may go straight to stage five.

Support and Feedback Mechanisms

We also acknowledge that sometimes there is something else going on behind the scenes. There might be a reason that explains why students may or may not behave in a certain manner. As a result, OELS provides numerous resources for student support, including free sessions with our Psychological Coach and Counsellor, academic advising, and peer mentorship on some programmes. We facilitate utilisation of these these resources to enhance the student educational experience through posters and reminders of their availability, and a proactive approach to addressing any issues that may arise though mid-semester meetings with student representatives and programme leads on our programmes and courses.

We are also aware that we do not always get everything right ourselves. Feedback is vital for our continuous improvement. Students are encouraged to share their experiences and suggestions through student surveys, with the *Student Representative* for their class, or directly with faculty and staff members.

Conclusion

At OELS, we are committed to creating an environment where every student can thrive academically and professionally. By adhering to this *Student Behaviour Policy*, students contribute to a community atmosphere where everyone can learn and grow in a mutually respectful and supportive setting.

We want your time at OELS to be a time that you remember for all the right reasons, and we would like to work with you to ensure that this campus is a great place to work and to learn for all faculty, staff, and students. Good luck!