

Section 5: The Student Experience

1. Introduction

1.1. In the regulations under Section 5 “you” and “your” means a student registered for a programme taught by the Guildhall School of Music and Drama. “We”, “us” and “our” means the School and any of its staff, depending on the context.

2. Jurisdiction

2.1 The provisions of section 5 of the Academic regulations apply to:

- students admitted or enrolled by the School on a programme of study leading to a higher education award;
- students admitted or enrolled by the School on the Advanced Certificate programme, or the Short-term Music Programme;
- students admitted for extra mural study in the senior school for music;
- visiting students to the higher education provision.

2.2 The provisions of section 5 of the Academic regulations do not apply to students registered with Guildhall Young Artists division, summer schools, or other courses that fall outside of the higher education provision ; separate procedures apply.

2.3 Regulations and policies will be available to you via the School’s website and key documents will be summarised in the *Student Handbook*. You are personally responsible for making sure that you understand the School’s regulations: ignorance will not be considered a valid excuse for your failing to observe the principles set out in these regulations or any associated policies. You are welcome to seek advice from [the Student Conduct, Appeals & Complaints team](#) at any time if you need support with these regulations.

3. General Principles

3.1 The procedures in section 5 of the Academic Regulations, and in the academic misconduct and academic appeal procedures (please see Section 3), are internal procedures for the good order and management of the School community, they are not legal procedures.

3.2 Unless you are incapacitated, confirmed in writing by a recognised health practitioner, we will only communicate with you in respect of the procedures listed in paragraph 3.1 above. If you are incapacitated, we will communicate only with your designated emergency contact in eGo; we will not communicate with any other parties.

3.3. If you are involved in any of the procedures set out in section 5 of the Academic regulations or in the academic misconduct and academic appeal procedures (please see Regulation 12.5 (b) and Regulation 18.3 of Section 3), you will have the right to be accompanied to any meeting or hearing by a “supportive person”. A student’s “supportive person” may be a family member, a fellow student of the Guildhall School, a member of staff of the School, or a friend from outside the School

community. The role of the supportive person is to provide moral support during a meeting or hearing and must not be a witness; they cannot make representations nor cross-examine witnesses. Normally the supportive person would not be a legal representative (please see paragraphs 3.4 and 3.5 below).

3.4 The use of lawyers by either party is not required, or recommended, to access these procedures. It is our intent that use of the procedures should enable relationships to continue and thrive beyond the resolution of the issue at hand.

3.5. Under very exceptional circumstances, we may allow a solicitor or barrister to attend in their role as legal professional. Such exceptions will be considered on a case-by-case basis by the Director of Student & Academic Services and Registrar (or nominee) using the following criteria:

- The seriousness of the case
- Complexities in the evidence likely to be presented
- The capacity of the individual to understand the case against them
- Likely procedural challenges
- The need for fairness in the cross-examination

4. Completion of procedures

4.1 The Office of the Independent Adjudicator for Higher Education (OIA) runs an independent scheme to review student complaints. The School is a member of this scheme. If you are unhappy with the outcome of a School regulatory procedure you may be able to ask the OIA to review your case. Information about making a complaint to the OIA, what it can and cannot consider can be found at <https://www.oiahe.org.uk/students>.

4.2 When you have reached the end of a process, including any internal appeal mechanism and there are no further steps you can take internally, a procedure will be deemed “complete”. When this is the case, you will be issued with a Completion of Procedures (CoP) letter.

4.3 Once you have been issued with a Completion of Procedures letter, if you are dissatisfied with the outcome of the procedure, you may take your complaint to the *Office of the Independent Adjudicator* for Higher Education (OIA). Information and eligibility rules are available at: www.oiahe.org.uk.

5. Our expectations for student behaviour while you are subject to these regulations

5.1. We appreciate that being subject to any of the procedures under section 5 may be challenging and we are committed to providing a fair, consistent and accessible service to all students and/ or their representatives. At the same time, we must provide a safe working environment for our staff, and we must also ensure that we are able to operate efficiently and effectively for all students.

5.2. We may decide to limit access to School officers and specific teams where we consider someone's actions or behaviour are likely to have a negative effect on our staff or our work. Students who continue to not follow instructions about their behaviour or communications with School officers will be subject to disciplinary action under the Student Code of Conduct and Disciplinary Procedure (Regulation 5A). Where behaviour is considered to meet the criminal threshold, we will report this to the Police.

5.3. This section sets out the kinds of actions and behaviour that may have a negative impact, and what we will do in these circumstances.

5.4. We recognise that some people may have difficulties in expressing themselves or communicating clearly, especially in high stress situations. We also understand that some people may find it difficult to identify what impact their behaviour might have on other people. We will always consider making reasonable adjustments for a disabled person if we are asked to do so – but we may still use this Regulation if there are actions or behaviours which are having a negative impact on our staff and our work.

5.5. Below is a non-exhaustive list of actions or behaviour which may have a negative effect on our staff or the proper functioning of our work:

5.5.1. All our staff have the right not to be subjected to aggressive, offensive or abusive actions, language or behaviour, regardless of the circumstances.

5.5.2. These include but are not limited to: threats, physical violence, personal verbal abuse, derogatory remarks, inappropriate conduct in a video call, and rudeness – whether made to the member of staff directly or elsewhere, including online bullying.

5.5.3. Deliberately provocative or inflammatory statements and unsubstantiated allegations can also amount to abusive actions or behaviour.

5.5.4. Any behaviour that makes a member of staff feel threatened or uncomfortable during a video call is considered inappropriate.

5.5.5. Violence is not restricted to acts of aggression that may result in physical harm. It also includes behaviour or language, whether oral or written, that may cause staff to feel afraid, threatened or abused.

5.5.6. If you make unreasonable demands on our staff, or are unreasonably persistent, you may have an impact on our ability to review and progress your case, and the cases of other students.

5.5.7. Examples of unreasonable demands may include: requesting responses within an unreasonable timescale; insisting on speaking to or corresponding with a particular member of staff, frequent phone calls, emails, or letters; repeatedly changing the substance of the complaint or raising unrelated concerns.

5.5.8. Examples of unreasonable persistence include: continual refusal to accept that a decision has been made in relation to your case; insisting that we answer questions when we have done so or explained why we will not; persistent refusal to accept

explanations relating to what we can or cannot do; sending emails to multiple members of staff; or repeatedly trying to revisit a case through our internal processes, once those processes have come to an end.

5.6. When we consider that your actions or behaviour are likely to have a negative impact, we will tell you why and, if appropriate, we will give you the opportunity to modify your actions or behaviour. If the actions or behaviour continue, you will be subject to the School Code of Conduct and Disciplinary Procedure. We will also take steps to prevent or minimise the negative impact while continuing to work through your case. We will try to ensure that any action we take is the minimum required to protect our staff and to ensure that they can work effectively.

5.7. Our staff have the right to terminate telephone calls if the caller is aggressive, offensive or abusive, or is making unreasonable demands. Staff will log all instances of when calls have been terminated, noting the reasons for ending the call.

5.8. Our staff may end a video call if they consider conduct or behaviour to be inappropriate or threatening.

5.9. It may be necessary to apply restrictions to your contact with specific School officers or teams. A decision to do this may be taken by the appropriate senior manager. Some of the options that we may have to consider are:

5.9.1. Ask you to limit the volume of emails you send per week

5.9.2. Require that contact is with a specified member of staff only

5.9.3. Not accept further telephone or video calls and only accept email or written correspondence.

5.9.4. Read and file future correspondence but only respond if you are raising new information or making a new complaint.

5.9.5. Report the matter to the Police or take legal action. In such cases, we may not give you prior warning of taking that action.

5.10. We will record any incidents which lead us to take action as specified in this section, and what action we have taken to address the issue.

6. Equal Opportunities Statement

5.1. We are a department of the City of London which has a comprehensive equal opportunities policy to which we are fully committed. Its aim is to ensure that everyone receives fair treatment regardless of gender, sexual orientation, race, nationality, ethnic origins, religious beliefs and non-beliefs, colour, disability, marital status, age, trade union affiliations or political beliefs. We are committed to fostering an environment for students and staff free from discrimination, prejudice or harassment and to pursuing equality of opportunity in the delivery of its services and facilities.

5.2. We are committed to ensuring equality of opportunity for all students, including students with disabilities, mental health issues or neurodiversity needs. If you have a disability, we will take this into account as relevant when applying these regulations and will make reasonable adjustments as appropriate. The School can make these regulation available in accessible formats, upon request.