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## **Hull Training and Adult Education's Mission and Vision Statements**

### **Our Mission**

To be the training provider of choice for learners and employers in the City and surrounding area, by delivering high quality, flexible education, and training relevant to local business, learners and community needs.

### **Our Vision**

We will contribute to the economic regeneration and social cohesion of Hull by working with employers, partners and learners providing high quality and relevant education and training which ensures the City has a well-qualified and skilled workforce and a culture of lifelong learning.

### **The Aim of the Learner Conduct Policy**

The Learner Conduct Policy aims to ensure that all learners can study and achieve success, free from disruption, encouraging positive behaviour and responsibility for learning. Hull Training and Adult Education (HTAE) is preparing learners for work and therefore workplace behaviours and attitudes are expected from all learners.

This procedure applies to all learners on all programmes including Study Programmes across all ages, Apprenticeships, Adult Programmes and Higher Education.

The aim of the Learner Conduct Policy is to provide a guide for staff on:

- What conduct we expect from our learners and what we agree to provide in return
- What makes learners behave the way they do
- How to use consistency to improve learner conduct
- Good practice in behaviour management
- What to do if a learner's conduct does not meet the agreed expectations
- How to support a learner to modify their conduct
- What to do if a learner's conduct does not improve

### **What conduct we expect from our learners:**

#### **As a learner you are entitled to:**

- High quality training and education that meets their needs and enables them to enjoy their learning, be safe and healthy and make a positive contribution to HTAE and the wider community
- Learn in an environment that is conducive to learning and free from interruption and disruption
- Learn in an environment free from bullying, ridicule, or discrimination

- Have their voice heard, to be listened to and to know where to go to share their concerns
- Learn in a healthy and safe environment
- Get clear, impartial information and advice to help you choose the right course for you
- Be taught by professionally qualified and experienced tutors
- Be in a safe, healthy, and secure environment
- Be treated with respect and understanding
- Be asked your opinion about the quality of teaching and the environment within which you are learning
- Have your achievements celebrated and recognised
- Get accurate and comprehensive information at reception points about all our courses
- Have additional learning support if you need it

**As a learner you are expected to:**

- Come to HTAE to learn, be fully prepared to work to the best of their ability
  - Be punctual to all timetabled classes and activities, whether on campus or online. This includes tutorial, directed study, English and maths, directed study and work experience. Days of employment forms part of an apprenticeship programme
  - Achieve 100% attendance
  - Show through their behaviour and their language, respect and consideration for all staff, other learners, and visitors
  - Demonstrate through their behaviour consideration for the health and safety of staff, other learners, and visitors, including for example not spitting, exhibiting good hand hygiene, following guidance on social distancing (as appropriate) and following other Public Health England guidance on maintaining good hygiene
  - Complete and hand work in that meets the requirements of the course and do this on time
  - Respect resources, equipment, and the centre environment
  - Never use technology as an instrument for bullying or harassment directed against learners and staff
  - Dress appropriately for the course of study enrolled for
  - Work safely, ensuring that their behaviour does not compromise the safety of others
- 
- arrive on time
  - attend regularly and let us know when you are going to be absent
  - let a member of staff you feel able to talk to know if you feel there are any issues you would like to discuss and ask for support
  - make sure you understand and follow our policies and rules. Tutor to ensure policies and rules are understood an evidence the learner has had site of the policies and rules
  - always act with care, for yourself and others
  - treat all staff and learners with consideration and respect

- agree your individual learning plan and review your progress to get the most from your course
- try to complete all course work to any given deadlines. Talk to your tutor or support team if there are any difficulties keeping deadlines.
- support our efforts to keep the centre clean and tidy
- use the computers, internet, and email safely and responsibly
- give us feedback to help improve what we offer
- let us know if you move to a new house or change your emergency contact numbers
- follow the no smoking on site rule
- do not attend HTAE under the influence of substances/drugs/alcohol. HTAE believes that the possession and use of substances on the premises or during the training day is unacceptable. All the drugs covered in the Substance Policy are not permitted to be brought, sold or otherwise obtained on HTAE premises or during the HTAE workday, including when learners are out on placement or visits. This also applies to all learners, staff and visitors working at and for HTAE.
- respect others when using your mobile phone and not use them in the classroom other than as part of your learning
- mobile phone on silent mode

**Teaching staff have the responsibility to:**

- Respect and value the learners they teach
- Be committed and have high expectations and standards of learners' learning
- Provide stimulating lessons where learners are actively involved
- Encourage good behaviour and respect for others
- Model adherence to Public Health England guidance on good hygiene and social distancing as appropriate
- Prevent all forms of bullying amongst learners
- Keep their learners safe
- Seek support, advice, and training about how to promote positive behaviour
- Keep learners and parents/carers (where appropriate) informed of their progress
- Work as part of a team with other teachers and support staff
- Understand and adhere to the HTAE Learner Disciplinary Procedures
- Ensure they understand the Education, Health and Care Plans (EHCPs) of the learners they teach so that any warning should be despite appropriate support and strategies being in place.
- Mobile phone on silent mode

If you do not follow these requirements or are disruptive or abusive to staff or other learners, we will take reasonable action. This can include being barred from a centre.

## **How we make learners aware of the conduct we expect from them**

The Learner Handbook should be distributed to learners/accessed via the VLE at Induction, and the conduct we expect from them (along with the service we agree to provide) should be explained.

“What we should expect from each other” should be displayed in classrooms. The learner should be given a copy of this at their induction. It is included in the site file booklet.

At the start of each session, the tutor should agree ground rules with the group, and each learner should be given the opportunity to sign up for these. Ground rules will vary depending on the setting but should always be a negotiation based on what we provide and what we expect. Ground rules should always include:

- Arrive on time
- Always act with care for yourself and others
- Treat everyone with respect
- Only use your mobile phone when your tutor says you can

It is important that this negotiation is appropriate to the learners, so this procedure should be adapted to suit the groups concerned.

## **The Five Point Plan for Intervention**

**All staff and all learners should be aware of this plan.**

1. Tutor informs learner of how their conduct is causing concern and the changes that are needed.

**If changes are not effective:**

2. Tutor offers learner Time Out (supervised or unsupervised). A discussion with the learner about what caused the conduct, e.g., social or learning issues, should take place before the learner returns to the classroom. This discussion can be with the tutor, a member of the support team or any other appropriate member of staff the learner feels able to talk to. Tutor to record conversations onto pro monitor as verbatim

**If changes are not effective:**

3. Tutor arranges to see learner at next break, to explain how their conduct is causing concern and the changes that are needed. Tutor can then monitor the learner during the next period. The learner must be given time for refreshments.

**If changes are not effective:**

4. Tutor makes a written record of the learner's conduct on pro monitor and continues to monitor for improvement and audit trail purposes.

**If changes are not effective:**

5. Tutor and SENDCO meets with learner to explain how their conduct is causing concern and the changes that are needed. Also discuss support and possible referral to external agencies.

If the learner has an ALN Plan the SENDCO will review this with the learner and their tutor and agree strategies to support the learner to improve their behaviour.

If the learner does not have an ALN Plan the SENDCO will arrange to see the learner and tutor and write one after an appendix 9 has been submitted by the tutor.

**Before any informal or formal disciplinary procedure takes place the Head of service for HTAE must be informed**

## **Informal and Formal Disciplinary Procedure**

The Informal and Formal Disciplinary Procedure is available for use where appropriate. Curriculum Lead or TLA Lead would advise at this point. (See Appendix 5)

### **Time Out**

Learners can request Time Out where appropriate, or tutor can offer Time Out as step 2 of the Five Point Plan.

Time Out can be unaccompanied or accompanied as appropriate. Time out must be offered in a safe environment.

### **Mobile Phones**

Tutors should use, "Phones on silent," rule. Misuse of a mobile phone should be addressed as inappropriate conduct.

## Appendices

### 1: What makes learners behave the way they do

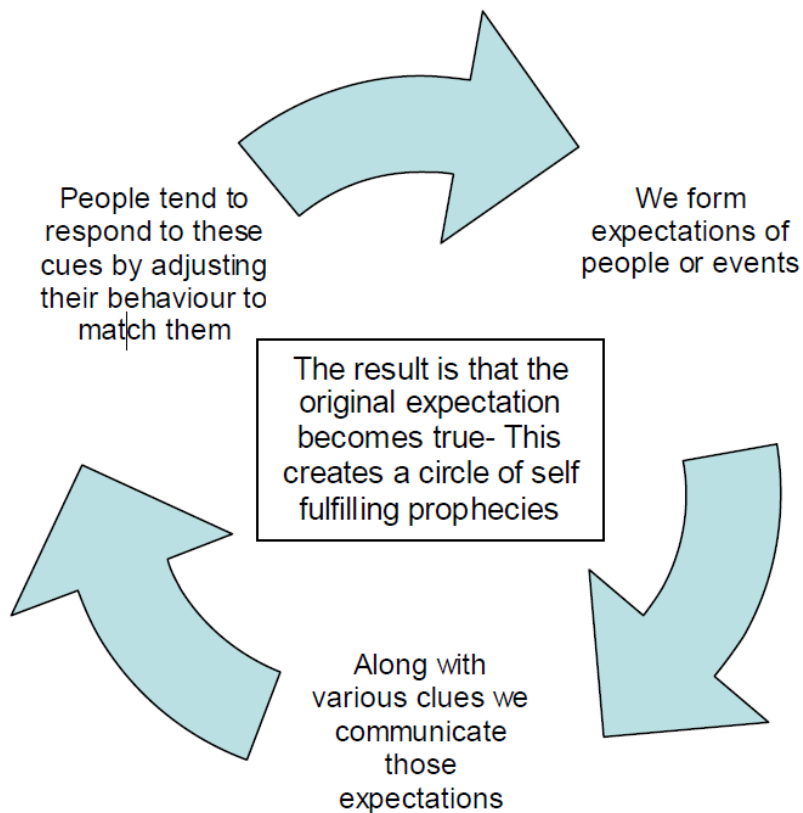
Learners behave the way they do for several reasons, for example:

- Their experience of life so far, and what is happening in their lives right now
- Their understanding of appropriate behaviour, and how far their behaviour skills have developed
- The role models they choose, and the pressure of their peers
- Their previous experience of learning (negative or positive)
- How we treat them, and whether this includes pre-judgement
- How we respond to them, and whether this is calm or emotional
- Our expectations of them

One of the most important factors is the last one, our expectations of our learners. If we have high expectations of our learners, they will respond positively.

### 2: The Self-Fulfilling Prophecy

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### 3: How to use Consistency to improve Learner Conduct

Extracted from the Pivotal Education guide, “Five Transformational Consistencies”

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring ‘certainty’ at the classroom, vocational area/area of learning and senior management level. Never passing problems up the line, tutors taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging, and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent **respect from the adults**: Even in the face of disrespectful learners.
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, tutors as role models for learning, tutors learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: Consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.

### 4: Strategies for intervention

Adapted from the Pivotal Education guide, “Five Transformational Consistencies”

1. Adopt a gentle approach, personal, non-threatening, eye level or lower, eye contact
2. State the behaviour that was observed, and which rule it contravenes
3. Tell the learner what the sanction is. **Refer to previous good behaviour/learning** as a model for desired behaviour.
4. Tell the learner what will happen if he continues with this behaviour
5. Tell them that they need to make different decisions/better choices
6. Walk away from the learner; allow him or her time to decide what to do next.
7. Look around the room with a view to catch somebody following the rules.

No judgement is ever made about the learner’s identity during interventions. The relationship between tutor and learner is paramount and must be protected. People are not their behaviour. Learners must take responsibility for their behaviour and not have the opportunity to blame their adults for their behaviour.

Behaviours are shifted to the past tense as soon as possible. We are not interested in dwelling on poor choices but on creating positive expectations for the rest of the lesson.

## **5: Informal and Formal Disciplinary Procedure**

### **Stage 1 - Informal procedure (verbal warning)**

A learner whose attendance, punctuality or progress fails to meet the required standard will be reported to his/her Lead Tutor who will discuss and agree with him/her how the problem will be resolved.

At this point the learner will receive feedback on the changes to behaviours and attitudes that are required and reminded of the disciplinary procedure and issue with a 'Strike 1' informal verbal warning and set targets and deadlines for improvements.

These deadlines should be short (no longer than two weeks) and followed up by the Lead Tutor or Centre Manager. The learner then has two further opportunities to improve their behaviour (strike 2 and 3) before continuing to the formal disciplinary procedures.

A learner that reaches strike 3 should be informed that they will now be placed on formal disciplinary procedures. Parents and employers should be involved at the appropriate stage. This should be recorded on Promonitor to be monitored by the Lead Tutor.

Parents/carer of learners on full time Study Programmes **must** be informed at every stage of any disciplinary action.

Notes for strikes will be recorded by the Lead Tutor and input into Promonitor. These will be valid for the academic year in which they are issued.

### **Stage 2 - Formal Procedure (written warning)**

If following the informal verbal warnings (strike 1,2,3) a learner continues to fail to meet the required standard and the process has failed to resolve the situation and it continues, or if the behaviour is deemed inappropriate to be resolved informally, the Manager must investigate under the formal procedure.

A formal written warning may be given by the Managers or the Lead Managers. In such cases, the learner will be invited to attend a Stage 2 disciplinary interview, being given at least 5 days written notice, stating the nature of the conduct complained of and summarising any relevant evidence. The learner will be entitled to be accompanied by a relative or friend (but not a legal or other professional adviser) at the interview and will be entitled to state his or her case (including any mitigating factors) before any decision is made. At least 2 members of staff must be present at the interview, one of these normally being the learner's Manager and the other being the member of staff who has instigated this stage of the disciplinary.

At this stage, the learner must be informed of the consequences for non-improvement including the possibility of their withdrawal from the programme. The learner's parents/carers, (16-18) and/or employers (where applicable) will be informed in writing that a formal verbal warning has been issued.

## **Agreed targets and deadlines for improvement should be recorded on the learner's Individual Learning Plan**

Where a learner has an EHCP the SENDCO should be updated to maintain communication with County representatives as appropriate.

A letter summarising these arrangements will be sent to the learner, the learner's parents/carers, (16-18) and/or employers (where applicable).

A copy of the written warning will be placed on the learner's file and a note entered by the Centre Manager on to Promonitor. This will be valid for the duration of time the learner attends HTAE.

### **If the complaint is upheld**

- A written warning will be sent to the learner
- There may be a recommendation that the disciplinary is continued to Stage 3.

It may be necessary for the complainant, the harasser and any other learners involved to receive support and an opportunity to discuss the matter to deal with what has happened. This will be organised by the Lead Manager.

### **If the complaint is not upheld**

- A written response will be sent to record that the alleged offence has not been substantiated and that the disciplinary will not continue.

The complainant, the harasser and any other learners involved will be offered the opportunity to discuss the issue. The manager may consider asking one or other of the learners to transfer to another course at the same level in the interest of good learner relations.

If it is found that the complainant deliberately misled people with the claim or acted maliciously in any way, follow-up disciplinary action is appropriate which can include asking the complainant to transfer to another course at the same level or banning the complainant from the Service.

## **Stage 3 - Formal Stages (Gross or Further Misconduct)**

In cases where there is reason to believe that gross misconduct has occurred, the learner continues to fail to meet the required standard or where further misconduct is complained of after a formal written warning has been given to a learner, the learner will be invited to attend a Stage 3 disciplinary interview with the AoL Manager or Lead Manager for the area.

The learner will be given at least 5 days written notice of the hearing and will be entitled to be accompanied by a relative or friend. This notice will state the nature of the conduct complained of and will warn the learner that, because of the nature of

the misconduct alleged or because a formal written warning has already been given, they may be formally suspended from the Service as a result.

A letter summarising these arrangements will be sent to the learner, the learner's parents/carers, (16-18) and/or employers (where applicable).

A copy of the final written warning will be placed on the learner's file and a note entered on to Promonitor by the Lead Tutor. This will be valid for the duration of time the learner attends HTAE.

Where a learner has an EHCP the SENDCO should also be notified.

### **Preparation for Stage 3 disciplinary Interview**

The member of staff conducting the Stage 3 interview will arrange for the learner to be provided with a written statement alleging the nature of the misconduct at least 5 days in advance of the interview. The learner will be allowed to submit his/her own written statement at the interview and any supporting written statements provided by any other witnesses.

### **Stage 3 Interview**

At the Stage 3 interview, the member of staff conducting the interview will consider the written evidence available. The learner will be given the opportunity to state his or her case (including any mitigating factors).

### **Notification of Recommendations**

Within 5 days of the disciplinary interview, the learner will be given written notification of the recommendation of the senior member of staff in relation to the case. The recommendation may be as follows:

- the learner should be permanently excluded unless they have an ECHP when a review meeting will need to take place.
- formally suspended for a fixed period,
- a less disciplinary sanction should be taken.
- no disciplinary action should be taken.

If the outcome from a Stage 3 Interview is that the learner is to be excluded, the Head of Service will be informed immediately of a decision to withdraw a learner through the disciplinary process.

In all cases, the outcome will be sent to the learner.

### **Appeal against Recommendation**

The learner will have a right of appeal to the HTAE Head of service against any recommendation for permanent exclusion or formal suspension. Notice of appeal must be lodged with the Head of service within 10 days of the date of the recommendation for exclusion and must give the grounds and brief particulars of the appeal.

Appeals will only be considered on one or more of the following grounds:

- the recommendation was based on findings of fact which no reasonable person could have found from the evidence.
- the penalty recommended was disproportionate to the misconduct which was found to have taken place.
- that relevant new evidence which has a significant bearing on the case has come to light since the meeting.
- that this procedure was operated unfairly to the substantial disadvantage of the learner.

An appeal interview with the Head of service will be arranged to take place within 15 working days of the notice of appeal being lodged. The learner will be given at least 5 working days' notice of the time and place of the appeal interview and will be entitled to be accompanied by a friend or relative (but not by a legal or other professional adviser).

### **Agreed targets and deadlines for improvement should be recorded on the learner's Individual Learning Plan**

At the interview, the learner (or his/her relative or friend) will be invited to explain the grounds of appeal and to state her or his case.

The member of staff who made the recommendation to exclude or suspend will be asked to respond to the grounds of appeal.

The Head of service may ask questions of the learner and the member of staff and will then consider whether to allow or dismiss the appeal. Witnesses will not normally be called except in relation to any relevant new evidence, which has arisen since the second stage interview.

If the appeal is allowed, the Head of service may decide that disciplinary action lesser than that recommended by the member of staff should be taken, including a shorter period of suspension. The Head of service may also decide that no disciplinary action should be taken. If the appeal is dismissed, the recommendation of the member of staff will stand. The Head of service may not impose any harsher disciplinary action against the learner than that recommended by the member of staff.

Within 5 working days of the appeal interview, the Head of service will write to the learner giving the final decision.

### **Criminal Offences**

Where any member of staff has reason to believe that a learner may have committed a criminal offence, the Hull City Council reserves the right to refer the matter to the police and to continue disciplinary proceedings under this procedure or, to suspend the learner pending the outcome of police enquiries and charges which may be brought against the learner. Where the Learner has been suspended under this provision, when the results of those enquiries and any criminal proceedings are known, the Hull City Council reserves the right to recommence proceedings under these procedures in relation to the matter. It is emphasised that in relation to the

application of this procedure, the Hull City Council is not bound by the results of any criminal proceedings against learners.

### **Monitoring and Reviewing**

All documentation about the matter should be held in confidence by the Lead Manager involved for a period of 3 years. The Manager will monitor the effectiveness of the decisions made to ensure that all parties remain content.

### **Sample Letters**

The following sample letters are available to use during the Disciplinary Procedure:

- Attendance concern letter
- Verbal Warning Letter
- 1st Written Warning
- Formal Discussion stage 2 invite
- 2nd Written Warning
- Formal Discussion stage 3 invite
- Suspension from training
- Removal from course

**Please note** all the letters are available for use on the Adult Server in the Document Control folder

## **Suspension**

For single serious acts of misconduct, in the majority of cases, a learner will be immediately suspended by a member of the Senior Management Team, pending an investigation. As a duty of care, all parties involved in an incident will be suspended as advised by the member of senior management issuing the suspension.

Parents/carers of learners under the age of 18 will be informed and asked to collect the suspended learner if available.

The investigation will normally be undertaken by a Lead Manager/Centre Manager who will interview all relevant parties. As part of the formal investigation, the Safeguarding Officer must be informed to ensure additional learner support needs are considered. The learner's parents/carers, (16-18) and/or employers (where applicable) will be informed.

At the time of suspension, the learner will be told not to return to the HTAE until the suspension is lifted, unless they are required to do so as part of the investigation.

The member of the Senior Management Team issuing the suspension will inform the Head of Service who will in turn inform the Lead Tutor, Centre Manager and Lead Manager of the action taken.

The Head of Service will also inform Reception, MIS, IT, The Head of Service who will, if notified, temporarily suspend the learner's IT access. The learner will not be allowed access into the Centres. At the same time, the learner will be told that they should contact their tutor to receive HTAE work to complete at home during their suspension. Whilst under suspension, the learner will be treated as a HTAE visitor and when attending an interview will be requested to sign in as a visitor.

Following the outcome of the investigation, the learner will be interviewed by the relevant Centre Manager/Lead Manager for the area who may recommend a verbal warning, a written warning or a final written warning. Parents/carers will be encouraged to attend the meeting. The warning will include a summary of standards not being achieved, the agreed actions and the timescale in which improvements should be made. The learner should be reminded that failure to improve the required conduct may result in permanent exclusion from the HTAE. The learner, learner's parents/carers and/or employer (where applicable) will be notified of the outcome of the interview.

Where a permanent exclusion is recommended following an investigation, the learner will be interviewed, and a final decision made by the Head of Service

Learners who are permanently excluded are not permitted access to the HTAE as a visitor or to use the HTAE's services.

The Head of Service will be immediately informed of a decision to exclude a learner permanently.

If however, following the investigation and final interview, the suspension is lifted with agreed actions and expected outcomes, the Head of Service will inform the Centre Manager, Lead Tutor, Reception, MIS, Safeguarding Officer and the Centre. A letter summarising these arrangements will be sent to the learner, the learner's parents/carers, school (16-18) and/or employers (where applicable).

A copy of the outcome meeting will be placed on the learner's file and a note entered onto the Promonitor by the Lead Tutor. This warning will be valid for the duration of time that the learner attends HTAE.

Where a learner has an EHCP or other recognised and recorded issues that may lead them to behave in any way that could be perceived as violent, aggressive or disrespectful, the Lead Manager may request that the learner is granted up to 5 days 'welfare leave' whilst a review is undertaken of the 'triggers' that may have led to outburst/incident. Within those 5 days, the Centre Manager must provide a risk assessment for the Lead Manager.

This will be reviewed with the SENDCO, Learner Services and, if appropriate, the Safeguarding Officer where a managed return to HTAE will be planned immediately. If an extension of 5 days is needed to ensure the right levels of support can be put in place.

### **Suspension – Misconduct resulting in police involvement**

For serious acts of misconduct that take place, which result in arrest and charges being made, a learner will be suspended by a member of the SMT, pending a risk assessment and advice from the police. The learner's parents/carers, (16-18) and/or employers (where applicable) will be informed at this stage.

The risk assessment will be under-taken by Learner Services or Safeguarding Lead who will determine if the health and safety of other learners, staff and visitors is at risk by the return of the learner. The learner, learner's parents/carers and/or employer (where applicable) will be informed of the findings of the risk assessment.

The risk assessment, with advice from the police will determine one of the following next steps:

- Whether the learner should be suspended until the outcome of the Police investigation
- If suspension from HTAE pending police investigation is deemed to be the most appropriate course of action, the learner will be expected to continue to study at home from work provided by teaching staff
- Whether an independent HTAE investigation should take place once the Police investigation is complete.

At the time of suspension, the learner will be told not to return to the HTAE until the suspension is lifted, unless they are required to do so to collect or hand-in work.



The member of the Senior Management Team issuing the suspension will inform the Head of Service who will in turn inform the Lead Tutor and the Lead Manager of the action taken. The Head of Service will also inform Reception, MIS, Safeguarding Officer, and the IT Manger who will temporarily suspend the learner's IT access. At the same time, the learner will be told that they should contact their tutor to receive HTAE work to complete at home during their suspension.

Whilst under suspension, the learner will be treated as a HTAE visitor and when attending an interview will be requested to sign in as a visitor.

### **Permanent Exclusion – Following suspension for misconduct resulting in police involvement**

If the recommendation of the risk assessment is permanent exclusion, the learner will be interviewed by the Lead Manager. The learner, the learner's parents/carers, (16-18) and/or employers (where applicable) will be informed of the outcome of the interview.

The Head of Service will be informed immediately of a decision to exclude a learner permanently.

Learners who are permanently excluded are not permitted access to the HTAE as a visitor or to use the HTAE's services.

### **Rights and Appeals**

A decision to exclude a learner permanently shall be subject to a right of appeal. The learner should write to The Head of Service, within 10 working days of the decision to exclude, stating the reasons for the appeal. The Head of Service will review all the evidence submitted during the investigation. The Head of Service will make the final decision as to whether the learner should be permanently excluded.

### **Discretionary Removal Permanent Exclusion Status**

The HTAE recognises that circumstances can change; an individual may apply to The Head of Service to have their permanent exclusion status removed. A letter should be written to The Head of Service outlining the reasons and provide evidence for this change in status. The Head of Service will review all the evidence and interview the learner. The Head of Service will make the final decision as to whether the learner should be permitted to apply to study at the HTAE.

### **Learner Rights and Responsibilities**

- For disciplinary hearings and appeals hearings, learners under the age of 18 are expected to be accompanied by their parent(s) or appropriate adult (e.g., guardian or carer). For 16–18-year-olds parent/carer will be in attendance
- Learners aged 19 and over have the right to be accompanied by a friend or relative

- Learners have the right to see any documentation used during disciplinary hearings unless such documentation is of a confidential nature. Documentation will be included in the correspondence confirming the date of the hearing. If further information becomes available before the hearing, the learner will be given time to consider it prior to the start of the hearing
- Learners have the right to attend a hearing with a member of Learner Servicet eam in addition to their parent/guardian/carer or representative

### **Parents/Guardians Rights (and sponsoring employers)**

- Parents or guardians of learners less than 18 years of age (at the commencement of their course programme) will be kept informed at all stages of the procedure and have the right to attend disciplinary and appeal hearings. The HTAE reserves the right to withhold information from parents only on the grounds that such information is likely to affect the safety and wellbeing of the young person. Such action must be authorised by the Head of Service
- For Stage 3 hearings, a copy of the invitation letter will be sent to the employer
- Sponsoring employers will be kept informed of any disciplinary action, regardless of the age of the learner and, where appropriate, may be involved as a representative in the hearings

### **Associated Policies and Procedures**

The Learner Disciplinary Procedure 2021-22 should be read in conjunction with:

- Child Protection/Prevent Policy and Procedure
- Equality, Diversity and Inclusion Policy
- Attendance and Punctuality Policy
- Malpractice Policy
- Substance Education Policy
- E-safety Policy
- Social Medial Policy

### **Equality and Diversity Monitoring**

The implementation of the formal stages of the Learner Disciplinary Procedure will be monitored with regard for equality and diversity.

## Appendix 6 Sample Letters

Name of Learner  
Address line 1  
Address line 2  
Address line 3  
Address line 4

Contact: Endeavour Learning and Skills Centre

Tel: 01482 615349  
Email: endeavour@hullcc.gov.uk  
Date:

Dear (Learner Name)

### **Re: Attendance on your course/work placement**

We are concerned about you as you have not attended your course/work placement on / between xxxxxxxx. It is important that you attend your course to complete your qualification.

Please can you contact the centre, your tutor or learner support services, so we can discuss ways in which we can help you maintain an acceptable level of attendance to enable you to complete your course and progress. We would like to offer you help and advice to enable you to improve your attendance and achieve your goals.

You can contact the centre on 01482 xxxxxxx and ask for your tutor or contact our learner support team, who can advise and offer guidance to support your return to your programme on 01482 615250/615249.

If you are unable or do not wish to return, we can give you advice on who you need to contact for further careers information, advice and guidance.

Yours sincerely

**Name**  
**Title**

Name of Learner  
Address line 1  
Address line 2  
Address line 3  
Address line 4

Contact: Endeavour Learning and Skills Centre

Tel: 01482 615349

Email: endeavour@hullcc.gov.uk

Date:

Dear (Learner's name)

### **Re: Verbal Warning**

Our role at Hull Training and Adult Education is to prepare you for the world of life and work. What we ask of you is what an employer will expect from you too. These expectations are designed to make your learning with us a safe and enjoyable experience.

### **By joining our course, you agreed to follow this Code of Conduct:**

- arrive on time
- attend regularly and let us know when you are going to be absent
- make sure you understand and follow our policies and rules
- always act with care, for yourself and others
- treat all staff and learners with consideration and respect
- agree your individual learning plan and review your progress to get the most from your course
- try to complete all course work to any given deadlines
- support our efforts to keep the centre clean and tidy
- use the computers, internet, and email safely and responsibly
- follow the no smoking on site rule
- let us know if you move to a new house or change your emergency contact numbers
- respect others when using your mobile phone and not use them in the classroom other than as part of your learning

**You have been given a verbal warning because your behaviour over the last \_\_\_\_\_ weeks has been unacceptable (OPTIONAL: "and in some instances posed a danger to yourself and to others on the site").**

The following incidents have caused us concern:

(Bullet point list of transgressions, written to match language in Code of Conduct above)

Yours sincerely

**Name**  
**Title**

Name of Learner  
Address line 1  
Address line 2  
Address line 3  
Address line 4

Contact: Endeavour Learning and Skills Centre

Tel: 01482 615349

Email: endeavour@hullcc.gov.uk

Date:

Dear (Learner's name)

**Re: Written Warning**

Our role at Hull Training and Adult Education is to prepare you for the world of life and work. What we ask of you is what an employer will expect from you too. These expectations are designed to make your learning with us a safe and enjoyable experience.

You attended a Formal Disciplinary Discussion on/at/in (date, time, location, optional: with). During this meeting we discussed the following behaviour:

*(Bullet point list of transgressions, written to match language in Code of Conduct)*

We agreed that your behaviour was unacceptable and that you would receive a Written Warning. If you continue to behave in an unacceptable way, you may receive a further warning or even be told to leave the course.

Yours sincerely

**Name**

**Title**

Name of Learner  
Address line 1  
Address line 2  
Address line 3  
Address line 4

Contact: Endeavour Learning and Skills Centre

Tel: 01482 615349

Email: endeavour@hullcc.gov.uk

Date:

Dear (Learner's name)

### **Re: Formal Disciplinary Discussion**

Our role at Hull Training and Adult Education is to prepare you for the world of life and work. What we ask of you is what an employer will expect from you too. These expectations are designed to make your learning with us a safe and enjoyable experience.

#### **By joining our course, you agreed to follow this Code of Conduct:**

- arrive on time
- attend regularly and let us know when you are going to be absent
- make sure you understand and follow our policies and rules
- always act with care, for yourself and others
- treat all staff and learners with consideration and respect
- agree your individual learning plan and review your progress to get the most from your course
- try to complete all course work to any given deadlines
- support our efforts to keep the centre clean and tidy
- use the computers, internet, and email safely and responsibly
- follow the no smoking on site rule
- let us know if you move to a new house or change your emergency contact numbers
- respect others when using your mobile phone and not use them in the classroom other than as part of your learning

**However your behaviour over the last \_\_\_\_ weeks has been unacceptable (OPTIONAL: "and in some instances poses a danger to yourself and to others on the site").**

The following incidents have caused us concern:

*(Bullet point list of transgressions, written to match language in Code of Conduct above)*

#### **Details of Formal Disciplinary Discussion**

We would like you to attend a Formal Disciplinary Discussion on/at/in (day, date, time, location). You may bring a relative or friend with you. During the discussion you will have the chance to state your case before we decide on what action to take.

Yours sincerely

**Name**

**Title**

Name of Learner  
Address line 1  
Address line 2  
Address line 3  
Address line 4

Contact: Endeavour Learning and Skills Centre

Tel: 01482 615349

Email: endeavour@hullcc.gov.uk

Date:

Dear (Learner's name)

Re: **Second Written Warning**

Our role at Hull Training and Adult Education is to prepare you for the world of life and work. What we ask of you is what an employer will expect from you too. These expectations are designed to make your learning with us a safe and enjoyable experience.

You attended a Formal Disciplinary Discussion on/at/in (date, time, location, optional: with). During this meeting we discussed the following behaviour:

*(Bullet point list of transgressions, written to match language in Code of Conduct)*

We agreed that your behaviour continues to be unacceptable and that you would receive a Second Written Warning. If you continue to behave in an unacceptable way you may be told to leave the course.

Yours sincerely

**Name**

**Title**

Name of Learner  
Address line 1  
Address line 2  
Address line 3  
Address line 4

Contact: Endeavour Learning and Skills Centre

Tel: 01482 615349  
Email: endeavour@hullcc.gov.uk  
Date:

Dear (Learner's name)

**Re: Formal Disciplinary Discussion (Gross or Further Misconduct)**

Our role at Hull Training and Adult Education is to prepare you for the world of life and work. What we ask of you is what an employer will expect from you too. These expectations are designed to make your learning with us a safe and enjoyable experience.

**By joining our course, you agreed to follow Code of Conduct: -**

- arrive on time so that you don't disrupt other people's learning
- attend regularly and let us know when you are going to be absent
- make sure you understand and follow our policies and rules
- always act with care, for yourself and others
- treat all staff and learners with consideration and respect
- agree your individual learning plan and review your progress to get the most from your course
- try to complete all course work to any given deadlines
- support our efforts to keep the centre clean and tidy
- use the computers, internet, and email safely and responsibly
- follow the no smoking on site rule
- let us know if you move to a new house or change your emergency contact numbers
- respect others when using your mobile phone and not use them in the classroom other than as part of your learning

You attended a Formal Disciplinary Discussion on/at/in (day, date, time, location).  
During this meeting we discussed the following behaviour:

*(Bullet point list of transgressions, written to match language in Code of Conduct)*

We agreed that your behaviour was unacceptable and that you would receive a Written Warning. If you continue to behave in an unacceptable way, you may receive a further warning or even be told to leave the course.

**However, your behaviour over the last \_\_\_\_ weeks has continued to be unacceptable (OPTIONAL: "and in some instances poses a danger to yourself and to others on the site" AND/OR: "Is considered Gross Misconduct").**



The following incidents have caused us concern:

*(Bullet point list of transgressions, written to match language in Code of Conduct above)*

**Details of Formal Disciplinary Discussion**

We would like you to attend a Formal Disciplinary Discussion on/at/in (day, date, time, location). You may bring a relative or friend with you. During the discussion you will have the chance to state your case before we decide on what action to take.

Yours sincerely

**Name**

**Title**

Name of Learner  
Address line 1  
Address line 2  
Address line 3  
Address line 4

Contact: Endeavour Learning and Skills Centre

Tel: 01482 615349

Email: endeavour@hullcc.gov.uk

Date:

Dear (Learner's name)

### **Re: Suspension from Training**

Our role at Hull Training and Adult Education is to prepare you for the world of life and work. What we ask of you is what an employer will expect from you too. These expectations are designed to make your learning with us a safe and enjoyable experience.

### **By joining our course, you agreed to follow this Code of Conduct:**

- arrive on time so that you don't disrupt other people's learning
- attend regularly and let us know when you are going to be absent
- make sure you understand and follow our policies and rules
- always act with care, for yourself and others
- treat all staff and learners with consideration and respect
- agree your individual learning plan and review your progress to get the most from your course
- try to complete all course work to any given deadlines
- support our efforts to keep the centre clean and tidy
- use the computers, internet, and email safely and responsibly
- follow the no smoking on site rule
- let us know if you move to a new house or change your emergency contact numbers
- respect others when using your mobile phone and not use them in the classroom other than as part of your learning

**However your behaviour over the last \_\_\_\_ weeks has been unacceptable (OPTIONAL: "and in some instances poses a danger to yourself and to others on the site" AND/OR: "Is considered Gross Misconduct").**

The following incidents have caused us concern:

*(Bullet point list of transgressions, written to match language in Code of Conduct above)*

**As a result of your unacceptable behaviour/gross misconduct you are suspended from training until further notice.**

### **Details of Formal Disciplinary Discussion**

We would like you to attend a Formal Disciplinary Discussion on/at/in (day, date, time, location). You may bring a relative or friend with you. During the discussion you will have the chance to state your case before we decide on what action to take.

Yours sincerely

**Name**  
**Title**

Name of Learner  
Address line 1  
Address line 2  
Address line 3  
Address line 4

Contact: Endeavour Learning and Skills Centre

Tel: 01482 615349  
Email: endeavour@hullcc.gov.uk  
Date:

Dear (Learner's name)

### **Re: Removal from Course**

Our role at Hull Training and Adult Education is to prepare you for the world of life and work. What we ask of you is what an employer will expect from you too. These expectations are designed to make your learning with us a safe and enjoyable experience.

### **By joining our course, you agreed to follow Code of Conduct**

- arrive on time so that you don't disrupt other people's learning
- attend regularly and let us know when you are going to be absent
- make sure you understand and follow our policies and rules
- always act with care, for yourself and others
- treat all staff and learners with consideration and respect
- agree your individual learning plan and review your progress to get the most from your course
- try to complete all course work to any given deadlines
- support our efforts to keep the centre clean and tidy
- use the computers, internet, and email safely and responsibly
- follow the no smoking on site rule
- let us know if you move to a new house or change your emergency contact numbers
- respect others when using your mobile phone and not use them in the classroom other than as part of your learning

You attended a Formal Disciplinary Discussion on/at/in (date, time, location, optional: with). During this meeting we discussed the following behaviour:

*(Bullet point list of transgressions, written to match language in Code of Conduct)*

We agreed that your behaviour continues to be unacceptable and that we had no other option but to remove you from the course.

(Under 19) We have forwarded your details to the Connexions Service who will contact you for a Careers Interview.

(19 or over) We suggest you contact the Careers Service at the Central Library.

Yours sincerely

**Name**  
**Title**



30/9/21

**Head of Service**

.....

**Date**.....

**Sharon Gamble**