

LEARNER BEHAVIOUR MANAGEMENT POLICY 2024 - 25

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BEHAVIOUR MANAGEMENT POLICY

1. Purpose

- 1.1 Hull Training & Adult Education provide a learning community with one aim; enabling young learners & adults to evolve and develop academically, socially and morally in a supportive, mutually respectful and inspiring atmosphere. Communities function best when there are clear expectations, so this policy will make clear which behaviours are expected of our learners, and what happens when they are not seen. It also makes clear the roles and responsibilities of different members of the organisation in achieving this overarching aim.
- 1.2 These procedures apply to full-time and part-time learners when they are in attendance in learning, or on a HTAE organised trip, or event. They also apply when behaviour outside of the Centre has a detrimental impact on others from the Centre or causes the Centre reputational damage.

2. Aims and Principles

- 2.1 The aims of the policy are:
- To ensure a clear and consistent shared understanding of the expectations and responsibilities of all staff within Hull Training & Adult Education.
 - To encourage all learners to develop a sense of responsibility for themselves and others and understand the consequences of their actions.
 - To create a positive and inspiring learning environment in which all members feel safe and valued.
 - To focus on positive behaviours for learning to ensure that the value of achievement is prioritised over the consequence of poor choices.
 - To help and encourage learners to achieve and maintain acceptable standards of behaviour, conduct and academic performance.
 - To ensure consistent and fair treatment in relation to disciplinary interventions.
- 2.2 Principles
- The behaviour management system will be applied across all of Hull Training & Adult Education venues, with named tutors maintaining overview of learners programmes.
 - Sanctions come as a result of choices; consequences of poor choices will be made clear so that if they occur, they will come as no surprise.
 - Mutual respect is the cornerstone of a learner's success. Therefore, when it becomes necessary to implement sanctions, they will be done so fairly, and in accordance with procedure.
 - We are an organisation of young people and adults, and in our interactions, all members of our community should model the behaviours we would expect to see in others. This means confrontation is to be avoided, and empathy demonstrated.

3. Roles and Responsibilities

3.1 The organisation will:

- Provide clear advice and guidance, which feeds directly into the behaviour management policy, this will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the Executive Advisory Board's support if they follow that guidance.
- Safeguard and promote the welfare of all learners.

3.2 The Head of Service, Deputy Head of Service and Hull Training & Adult Education's Senior Management Team (SMT) will:

- Model the behaviour you want to see from learners.
- Ensure that senior management are a visible presence across HTAE sites and challenge instances of misconduct.
- Make Hull Training & Adult Education a good place to learn.

3.3 Teaching and Support Staff will:

- Ensure that staff praise good behaviour and work.
- Ensure that staff are aware of the special needs requirements of the learners they support.
- Praise the behaviour you want to see more of.
- Praise learner's doing the right thing more than criticising those who are doing the wrong thing.
- Conduct themselves professionally.
- Follow the Behaviour Management Policy.
- Provide access to advice, information and counselling on educational, personal development, behavioural and welfare matters.
- Challenge learners whose behaviour or conduct falls below the standard expected at the Centre.

3.4 Parents/carers will:

- Read the Behaviour Management Policy
- Support Hull Training & Adult Education in promoting and upholding the Behaviour Management Policy

3.5 Learners will:

- Be responsible for their progress in learning, and respect everyone in the learning environment
- Be responsible for their learning and their work
- Complete the work that they are set in the time agreed
- Attend all lessons and meet all the commitments of their timetable
- Keep to the agreements and contracts that they sign
- Treat people with respect
- Be punctual
- Be co-operative and courteous
- Maintain the reputation of Hull Training & Adult Education
- Be responsible for the safety of themselves and others to the dangers of extremism
- Respect everyone, regardless of differences in culture, race, social class, religion, sex, sexual orientation, age, ability or disability.

3.6 Record Keeping

All concerns, discussions and decisions made about learner behaviour and the reasons for those decisions will be recorded centrally on ProMonitor. Continual or serious learner behaviour concerns will be referred to and managed within the Behaviour Management Policy. If there is a complaint about the conduct and/or investigation of matters involving learner behaviour, the Hull City Council corporate Compliments, Complaints & Comments Policy will apply. Any records on ProMonitor should be factual, concise and avoid any personal judgments or comments. All comments are available to parents and disciplinary records are accessible upon request.

4. Behaviour Management Procedure

This document may be helpful for those not familiar with the behaviour process in providing guidelines about how the Behaviour Management Procedure should be implemented.

4.1 Introduction

- These procedures have been drawn up in order to ensure that all learners who may be subject to disciplinary procedures are dealt with in a fair and equitable manner.
- It is appropriate in any educational institution to set appropriate standards of performance and behaviour and to operate rules which promote order and fairness and allow the development of learners' abilities and skills. Such rules should be readily understood by both the learners and staff.
- At enrolment, learners are asked to commit to an undertaking to behave in accordance with the expectations outlined in the Learner Charter (Appendix 1). This document provides details of Hull Training & Adult Education expectations of learners.
- Any learner who does not meet the required standards of behaviour makes themselves liable to disciplinary action, suspension or in sufficiently serious cases expulsion.
- Appropriate behaviour is expected from all learners at all times and in all areas
- Classroom discipline is the responsibility of the tutor in charge of the class.
- Any member of staff observing inappropriate behaviour should intervene and challenge appropriately, initiating the referral procedure when necessary.
- Wherever disciplinary action under these procedures is undertaken, all stages of the procedures should be implemented as promptly as possible, whilst allowing time for an investigation where necessary.
- It is recognised that for minor breaches of discipline, a less formal arrangement should exist whereby a member of HTAE's staff will discuss the matter with the learner concerned in order to resolve the issue. The outcome of such a discussion should be recorded on ProMonitor, and the relevant department manager and the named tutor will be alerted and required to reinforce expectations. Failure of a learner to respond to such a discussion or offers of support could lead to formal disciplinary action.
- If further help, advice or guidance is required then please contact a member of SMT.

4.2 Learner Charter

- All learners agree to adhere to HTAE’s Learner Charter when they first enrol on programme:
- Unacceptable behaviour and poor management of academic performance are examples of where learners fail to adhere to this charter. These behaviours will be challenged and expectations reinforced.

4.2.1 Unacceptable Behaviour

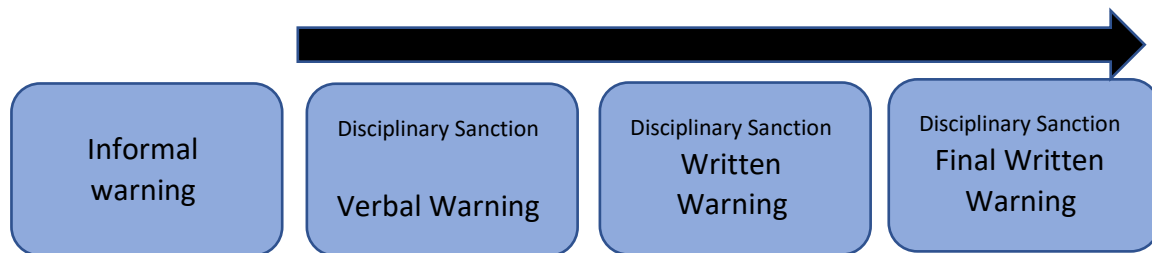
Lack of respect for HTAE property, fellow learners or staff; dropping litter, smoking in non-designated areas, consistent swearing or using coarse language

4.2.2 Poor Management of Academic Performance

Persistent absenteeism, punctuality, unauthorised lateness, lack of effort, failure to come correctly equipped, failure to meet deadlines or complete set work, plagiarism & / or excessive use of Artificial Intelligence for the purposes of achieving outcomes.

4.3 The Formal Behaviour Management Process

The sanctions are as follows. (Figure 1)



If a learner does not adhere to the expectations in the Learner Charter, for instance through not completing set work, demonstrating poor behaviour, effort or through poor attendance, the tutor will use the referral processes to help the learner to change their behaviour. Initially it is likely to involve informal discussions between the learner, the teaching staff/tutor and employer. If there is insufficient improvement, then the formal procedures will be implemented, and sanctions will be employed. The disciplinary sanctions comprise of four progressive stages, which can be accelerated as necessary at the discretion of the teacher/tutor or a designated member of staff (Managers or SMT) for higher level sanctions.

4.3A Attendance Warnings

Learners will be issued with an attendance warning by their tutor if it becomes apparent that they are not following the attendance procedure (see attendance policy). Learners are required to report any absences prior to the start of teaching on the specific day by contacting their centre or their designated tutor.

4.3B Tutor Warnings

If a learner’s behaviour does not meet the required standard as outlined in the Learner Agreement/Learner Charter, each subject tutor have the ability to issue an informal warning specific to their subject/area. If learner behaviour does not improve and concerns continue this will be escalated to a formal verbal warning.

All tutor warnings are to be logged on ProMonitor.

4.3C Case Conferences / Formal Written Warnings

If there are further concerns, then a 'Case Conference' will be called, facilitated by the Progress Tutor, inviting parents, subject tutors, employers and any other relevant representatives to discuss behavioural or academic concerns. It will be decided at this stage whether a formal written warning will be issued. This meeting will be chaired by an appropriate member of SMT (Senior Management Team).

4.3D Concerns Following a Written Warning

If problems persist following a written warning, then they should be recorded and a disciplinary hearing will then be called.

4.3E The Disciplinary Hearing – Standard Behaviour Management Process

- A disciplinary hearing will be called due to further concerns after a written warning has been issued and no satisfactory improvement has been made.
- The learner and parent(s)/guardian(s) will be called to a disciplinary hearing, chaired by a member of SMT or designated deputy.
- If either the parents/guardians and/or learner cannot attend, an alternative date will be offered. If either parents/guardian and/or learner are unwilling to attend, the case will be heard in their absence. Both the learner and parent/guardian will be informed of the outcome of the hearing at the earliest opportunity in writing within 10 working days.

The disciplinary hearing is an opportunity for a HTAE representative to present any concerns and for the learner (and/or representatives) to present any mitigating circumstances. The chair will consider all factors prior to deciding the outcome. The hearing will usually follow a set structure, please see *Appendix 2*.

4.4 Serious Misconduct Procedure

Offences of a serious nature (serious misconduct) will likely result in a suspension and will result in a disciplinary hearing being called. Any suspension is imposed to protect all parties and should not be seen as an assumption of guilt.

Serious Misconduct includes, but is not exclusive to:

- violent, dangerous or intimidating conduct
- violation of HTAE's rules and procedures concerning health and safety • sexual, racial or other harassment of another learner, member of staff or visitor
- abusive behaviour towards another learner or member of staff
- theft or unauthorised possession of any property or facilities belonging to a learner, HTAE, or any employee of HTAE
- damage deliberately carried out on HTAE sites
- refusal to carry out reasonable instructions of a member of staff or to comply with HTAE rules
- use of or possession/dealing in illegal drugs
- incapability as a result of being intoxicated by reason of alcohol, illegal drugs or legal highs.
- commission of a criminal offence, whilst an active learner, which may adversely affect the HTAE's reputation
- Plagiarism/Exam malpractice

- Persistent absenteeism (See attendance policy for detail)

The above examples are not exhaustive or exclusive and offences of a similar seriousness will be dealt with under this procedure.

There may be occasions where the circumstances of the serious misconduct prevent HTAE from following all elements of the above process. This will usually be where there is police involvement, or serious safeguarding concerns requiring an alternative course of action. Due care will be taken to ensure the safety of our learners at all times.

4.4A Immediate Suspension Procedure

In the instance of serious misconduct, an immediate suspension is likely to be imposed by a member of SMT or a designated deputy.

- The staff member responsible will call the parents/guardian, explain the situation, the reason for the suspension and request that they make arrangements for the learner (if under 18) to leave the site and return home. If the parents/guardian cannot make suitable arrangements the learner will be removed from their classes and required to remain isolated for the remainder of the day. The staff member responsible may collect statements or interview the learner prior to the learner leaving the site.
- An Investigating Officer will be appointed and begin a formal investigation into the misconduct. A suspension meeting will be convened at the earliest opportunity.
- The suspension meeting will be chaired by the Investigating Officer and minutes will be taken. The learner will be given a formal suspension letter and a copy of the Behaviour Management Policy. A suspension window will begin following this meeting (usually no longer than 5 days).
- A full and formal investigation will be carried out by a designated member of staff. It is not appropriate for HTAE to share any statements, CCTV footage or other information that may compromise other learners/staff
- It may be appropriate for one or a series of investigation meetings to be called with the alleged perpetrator to gather further information.
- Following the investigation, a disciplinary hearing will be called and scheduled. It will be chaired by a member of SMT or designated deputy.

4.4B The Disciplinary Hearing – Serious misconduct

- A disciplinary hearing will be called following an investigation into alleged serious misconduct.
- The learner and parent(s)/guardian(s) will be called to a disciplinary hearing, chaired by a member of SMT or designated deputy.
- If either the parents/guardians and/or learner cannot attend, an alternative date will be offered. The learner will not be permitted to return to Centre until the conclusion of the disciplinary hearing.
- If either parents/guardian and/or learner are unwilling to attend, the case will be heard in their absence. Both the learner and parent/guardian will be informed of the outcome of the hearing at the earliest opportunity in writing within 10 working days.
- The disciplinary hearing is an opportunity for the designated staff member to present any concerns and for the learner (and/or representatives) to present any mitigating circumstances. The chair will consider all factors prior to deciding the outcome.

4.4C Potential Outcomes of a Disciplinary Hearing for serious misconduct

- A final written warning may be issued
- No further sanctions imposed at this stage (due to mitigating circumstances) *Further conditions may be required if the above outcomes are appropriate.*
- Termination of programme and dismissal from HTAE (HTAE accepts no liability for consequential losses). In the instance of expulsion, a learner has the right to appeal against the outcome

4.5 The Appeals Procedure

If a learner wishes to appeal against a decision to exclude, they must do so in writing to the Head of Service within 5 working days of notification of exclusion.

An appeal hearing will normally be held within 10 working days of receipt of the request. The learner will be informed in writing of the date, time and place of the appeal hearing and the reasons for their exclusion. If the learner requests extra time to prepare their case, the hearing may be put back for a period no longer than 5 working days. HTAE will endeavour to accommodate special requests, e.g. religious festivals.

- An appeal against expulsion will normally be heard by the Head of Service or his delegate.
- The chair of the appeal hearing will explain the reason for the expulsion first. The learner will have the opportunity to present their case and any supporting evidence.
- Learners have the right to be accompanied to the appeal hearing by a parent/carer.
- A learner will normally be informed in writing of the outcome of the appeal hearing within 5 working days. A copy of the letter will also be sent to the parents/carers.
- If the learner's appeal is unsuccessful, they will be informed in writing of their right to refer the matter to the Education and Skills Funding Agency via their complaints procedure.

5. Alcohol and Drugs

5.1 As an educational institution HTAE is required to increase knowledge and understanding in the field of health and the dangers of addictive substances. It also has a duty to its staff and learners to ensure that they can work in a safe and healthy environment.

HTAE strongly discourages the use of any substances that are classified as illegal and/or have the potential to damage the individual's health or welfare (this includes 'legal highs' or 'unregulated drugs'). There is no place for such substances within the learning environment or during learning related activities. HTAE will seek to educate learners in the avoidance of the dangers presented by drug and alcohol misuse via enrichment activities and review processes.

5.2 Guidelines

All learners are expected to be free of the influence of alcohol or any other non-prescribed drug during their training day/s (including for the duration of any external trips/visits). Any person whose behaviour is so influenced will be sent home and the serious misconduct process will be invoked.

Any learner thought to be using, dealing in, or in possession of illegal drugs (or unregulated drugs) on a HTAE site or during training sessions (including for the duration of any HTAE external trips/visits) will be suspended pending an investigation.

They may, as a result, lose their place on their HTAE programme. Police may be informed as necessary.

During an investigation information will be gathered from a range of sources.

HTAE will seek to raise awareness of the dangers of drug and alcohol misuse, through its enrichment activities or otherwise, so that informed decisions can be made. The members of staff responsible for health education via the tutorial programme will develop and make available suitable material for the education of learners regarding the dangers of alcohol and drug misuse.

The Centre will support local and national campaigns to publicise the dangers of alcohol and drug misuse.

Support will be offered to any individual involved in a drug-related incident, either through the Centre's counselling service or by referral to appropriate outside agencies.

Where alcohol is available at a Centre social event due consideration will be taken of the law concerning the use of alcohol.

Learners will be informed of this policy on alcohol and illegal drugs as part of their introduction to the Centre.

6. Bullying and Harassment

6.1 Definition of Bullying

Bullying is deliberate, persistent and often occurs when there are no witnesses. It involves the intentional belittling of someone through the misuse of power or position that leaves the victim feeling hurt, upset, vulnerable and helpless. Examples of bullying behaviour include:

- Intimidation
- Abuse of power or misuse of sanctions
- Malicious or insulting behaviour
- Excluding or ignoring others
- Deliberate isolation
- Embarrassing or insensitive comments
- Abusive communication - for example e-mails or text messages by an individual or group

6.2 Forms of Bullying in the Cyber-World:

- Sending offensive e-mail or text messages;
- Posting offensive messages. This may include – social networking i.e. Facebook or Snapchat, or through chat-rooms, forums or blogs;
- Uploading of personal photographs or video clips which may offend, and or, without prior permission.
- Giving out of personal information about others without permission;
- Bullying is a wilful, conscious desire to hurt, threaten or frighten someone. It may be targeted at one person, or may be widespread, usually as a result of the 'bullying style' of one person. Examples of bullying might include:
 - Verbal - such as name-calling, teasing, 'secret whispering' or malicious comments.

- Physical - such as any form of hitting, punching, pushing or other form of physical activity.
- Psychological - such as any action planned to frighten or threaten someone.

6.3 Definition of Harassment

Harassment, in general terms, can be characterised as unwanted conduct affecting the dignity of the individual. It may be related to:

- Age
- Disability or impairment
- Race, ethnic origin or skin colour
- Religion
- Sexual orientation
- Political or other opinion
- Gender

Harassment is behaviour that might be persistent or an isolated incident. The key is that the actions or comments are viewed as demeaning and unacceptable to the recipient. Examples of harassment include:

- Unwelcome remarks, such as jokes, innuendo, teasing and verbal abuse by terms of endearment which are uninvited and found to be offensive
- Suggestive remarks about appearance or dress
- Unwanted physical contact, pestering, propositioning or spying
- The display, storage or circulation of offensive material or graffiti

6.4 Child on Child Abuse:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; **(For further information about sexual violence and sexual harassment see KCSIE Section 5)**
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

6.5 Guidelines for Learners

If a learner feels that they or others are being bullied, harassed, or discriminated against whilst in HTAE or whilst taking part in HTAE activities, they should talk to someone about it. Learners should discuss their concerns with their tutor, teacher or other member of staff. If necessary, they can make a formal complaint. Specific advice is available from the designated Safeguarding staff members within each centre.

Sometimes the learner may receive unsolicited e-mails which they may find offensive. One way of dealing with this is to send the content of the message received to the ISP (Internet Service provider) of the sender's address. For example, if the learner has received a message from someone at Hotmail.com, e-mail the details to the complaints department at Hotmail.com.

Any concerns or complaints will be dealt with in confidence and acted upon with sensitivity.

7. Smoking and Vaping

- 7.1 All HTAE sites are non-smoking and non-vaping sites apart from in designated areas, any learner found to be smoking or vaping in undesignated areas will be challenged by the member of staff who witnessed them in the first instance. Repeated incidents should be dealt with via the formal Behaviour Management Process.

8. Monitoring and Review

- 8.1 This policy will be monitored by SMT on an annual basis

HTAE Learner Charter

This Learner Charter links to Hull Training and Adult Education's Mission Statement and establishes an understanding between you and us for the duration of your training with us:

As a learner you agree to:

Maintain good attendance and have a positive attitude:

- Be punctual
- Inform us if you are going to be late or cannot attend for any reason
- Complete all work set on time or inform us of any difficulties so support can be given
- Arrive to class with a positive attitude and ready to learn
- Ensure you have all PPE needed for all practical sessions

Refrain from using your mobile phone whilst in class:

- Turn phone off or leave on silent and out of sight during lessons
- In instances where you must answer a call, politely excuse yourself from class

Follow the rules:

- No food or eating in classes
- Drink bottles are permitted but must have a lid. No cans allowed
- Use dedicated smoking and vaping areas only
- Respect all equipment, always keep your work area clean and use the bins provided
- Comply with and respect all building rules at all times

Always maintain acceptable standards of behaviour:

- Always show respect to staff, other learners and visitors
- Be polite, no shouting, swearing or abusive language
- Treat others as you want to be treated, apologise if you need to

Health & Safety & Safeguarding:

- Be vigilant - alert a member of staff if you notice anything concerning or unusual
- Look out for your classmates - raise a concern if you are worried about someone
- Always abide by all Health & Safety rules and wear appropriate PPE where necessary

Thank you for upholding this learner charter. In return we will ensure you receive high quality learning in a positive environment and are supported to become the very best that you can be.

Appendix 2 – Disciplinary Hearing Agenda

	ITEM
1	Introductions and Purpose of Meeting
2	Process and Behaviour Policy information
3	Presentation on rationales / findings from investigation / incident that has led to the hearing
4	Opportunity for learner to present mitigating circumstances and ask questions
5	Adjournment for deliberation
6	Outcome presented