

BEHAVIOUR & DISCIPLINARY POLICY

Guiding principles

1. Whilst engaging in work related learning young people are preparing for adult and working life and must learn to adapt their attitudes and behaviour accordingly.
2. In transition, some learners are likely to experience more challenges than others and those finding difficulty will be given support.
3. Schools/colleges, parents and providers will communicate and cooperate in supporting all learners. Records of disciplinary issues and action must be kept.
4. Strategies that will help the learner to modify behaviour and avoid situations that can trigger unacceptable behaviour will be employed.
5. A safe, secure and positive learning environment must be maintained and learners who compromise this will experience disciplinary action.

Induction

During induction, training providers must make a clear statement to learners that they are entering an adult environment in preparation to the world of work and **appropriate behaviour is an expectation**. In particular learners are required to:

- Respect others, their property and their dignity
- Play and active part in maintaining a safe and secure learning environment
- Engage wholeheartedly in learning and support their peers in their learning

The repercussions should learners fail to meet these expectations will be explained. All learners should be made aware of the disciplinary procedures and that behavioural issues will be reported to their home & school. Behavioural issues will be dealt in accordance to the "4-step cause for concern" system (see CFC folder - google Docs).

Disciplinary procedure

1. Where learners demonstrate unacceptable behaviour action must be taken. With **informal rebukes** it will be explained to the learner why their behaviour is inappropriate and made clear that it will not be allowed to continue. The term's report to schools/colleges must reflect this.
2. Where there is a serious breach of discipline or a continued disregard of informal rebukes learners must be given a **formal warning**. The incident/s and action must be recorded and communicated to the

school/college using the Students '4-step Cause for Concern' Form and supportive strategies discussed.

3. If there is a further breach of discipline the learner must be made aware of the seriousness and may be presented with a **formal written warning** continuing the completion of the Students '4-step Cause for Concern' Form, that he/she could become suspended/excluded from training. A copy of this should be sent to the school/college.
4. Should there be subsequent breaches of discipline the young person may be **removed** from the training establishment. The learner may be returned to his/her school/college immediately if the school/college is open and available to take him/her. A telephone call should be made to confirm this. The Exit form on the Students '4-step Cause for Concern' Form must be completed.

Each case is individual and the above procedure may be adapted. It may be appropriate to **temporarily suspend** a learner from training for a 'cooling off' period. This may be an interim stage between formal warnings and negotiated return or exclusion. Schools/colleges/parents must be informed before the learner leaves the premises.

In extreme circumstances, stages in the full disciplinary procedures may be curtailed and the learner **returned to school/college immediately**. In situations where health, safety and security cannot be guaranteed whilst the young person is on site or there is serious disruption to others' learning there may be little alternative choice. Should this be necessary the school/college/parents must be informed before the learner leaves the premises.

It is important that we do not lose learners from education and training and where removal from the training provider is the only option all partners should work together to find an alternative and appropriate pathway for the learner. Assignment deadlines are important, however supporting students through to completion is the College's number 1 priority.



