



Managing Learner Behaviour Procedure

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Document History

Version	Issue Date	Owner	Revision Notes
1	17/05/2023	Vicky Harold / Wendy Shepherd	Extracted from safeguarding policy as a standalone document

This document is issued, controlled, and can only be modified after proposed modifications have been accepted by the Operations Director and have been accepted by the Company Directors.

The latest version will be maintained on the company central storage area (Intranet).

Purpose

This procedure has been developed in response to demands from practitioners and professionals for clearer and consistent approaches when managing behaviours which impede and impact on learning.

Guidance to staff is intended to contextualise the circumstances in which Learning Coaches and other learner facing staff may need to take action. Procedures are intended to support staff and ensure that across Key Training, we employ a consistent approach in any given circumstance.

Scope

All Learning Coaches & Key Training staff should follow this procedure, in conjunction with the Learner at Risk policy & process.

Procedure

Initial cause for concern - Stage 1

In addition to setting the tone and being clear about expectations related to behaviour, staff can and should challenge behaviour that is not acceptable. This might be low level misbehaviour that is nonetheless disruptive to the learner's own learning or that of others. Where behaviour has been challenged and no change occurs, then the staff member should consider whether this is a "repeated cause for concern", or whether they wish to continue to challenge the behaviour informally.

All action taken should be recorded on My Concern (the system for recording safeguarding concerns) to highlight possible issues as these may indicate a safeguarding concern and the safeguarding team can offer the required support, advice and guidance.

Where there is serious misconduct, discussions are to take place with the safeguarding team and appropriate staff, to assess whether this needs to escalate to stage 3 of this process. This may be applicable in situations of peer-peer bullying for example.

Repeated causes for concern - Stage 2

A review of the situation may be required in the light of no improvement in relation to the initial concern or if there is an incident of serious misconduct. This stage may involve parents / carers and / or the employer.

In dealing with serious misconduct, the aim is that learners will have appropriate support to alter their behaviour, continue their course, and work positively to achieve their learning goals.

Serious misconduct should be reported to the employer as required.

It may be necessary to call a meeting to discuss the situation. This should involve the learner, their parents / carer, their employer, or other parties as appropriate. Any meeting must consider disabilities or learning difficulties that may have affected the learner's behaviour.

An agreed plan of action should be drawn up and shared with all parties. The action plan may include:

- targets and actions for improvement in the situation
- a referral to a specialist service provider if appropriate
- timescales that are monitored and reviewed at regular intervals
- A second meeting may be deemed necessary to resolve matters and may:
 - agree extra time for the actions to be conducted
 - create a new action plan to deal with the situation
 - recommend that additional formal procedures be invoked

If after a second meeting and agreed plan of action, there is no improvement in the situation or there is agreement that additional formal procedures are appropriate, staff should use the procedures in stage 3. Learners have the right to appeal any actions that have been taken and how to invoke this is outlined in our Learner Discipline Policy.

Persistent or Significant Causes for Concern - Stage 3

At this stage a formal meeting to review the situation will be called. It includes circumstances when there has been no improvement from any action plans or there is major misconduct by a learner, or where the situation or circumstances puts the continuation of the programme of learning into immediate jeopardy. If a learner has a learning difficulty or disability, please take this into consideration.

Formal meeting to review the situation

Where there is a need to formally review a situation which is causing concern, the staff member, Manager, or relevant Director should undertake this task. All formal meetings should give at least 5 days' notice to all parties involved. It is considered good practice to be open about the purpose of the meeting and those who will be attending.

The formal meeting should involve the learner, the staff member, Manager or relevant Director, the learner's parent or carer or the employer if it is appropriate. Consideration should be given to the support needs of the learner particularly where no parent or carer is in attendance, or the learner has learning difficulties.

The meeting should have a formality about it but should not be intimidating. Minutes of the meeting should be recorded and included in any records of concern that are raised on My Concern. Clarity of purpose for all parties is important. Notes should be taken of the discussion and any actions documented and agreed with all parties, along with timescales.

If the learner is involved in a criminal offence, they need to be advised that the Police may be informed.

Safeguarding: Cause for Concern

Staff should refer to the Key Training policies and procedures on safeguarding & report concerns following internal processes. Additionally, they should discuss the matter with the Designated Safeguarding Lead at the earliest possible opportunity. Any cause for concern that relates to a learner should be recorded on My Concern for accurate record keeping, tracking and monitoring.



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