



## Learner Behaviour Policy and Disciplinary Procedure

Date of policy: April 2026

Date of Review: April 2027

### 1. **Aim/Scope**

- 1.1 The AP has high expectations of learner behaviour and supports all learners to ensure they are able to achieve these expectations. The AP is proactive in identifying causes for poor behaviour, promotes understanding of all learner experiences that may impact behaviour and is effective in supporting learners throughout their time at AP.
- 1.2 This policy and procedures have been drawn up to ensure that all learners who may be subject to disciplinary procedures are dealt with in a fair and equitable manner.
- 1.3 The procedures contained within this policy are to ensure consistent and fair treatment in relation to disciplinary action taken in response to allegations of unacceptable behaviour, and the management of poor behaviour, conduct or performance.
- 1.4 The Learner Code of Conduct provides details of the AP's expectations of learners. A learner who does not meet the required standards of behaviour makes themselves liable to disciplinary action, suspension or, in sufficiently serious cases, expulsion.
- 1.5 The term learner is used throughout this document and refers to all learners.

### 2. **General Principles**

- 2.1 It is recognised that for minor breaches of discipline, a less formal arrangement

should exist whereby a member of the AP's staff will discuss the matter with the learner concerned in order to resolve the issue. Such informal discussion is not the subject of the disciplinary procedure, although failure of a learner to respond to such discussion or offers of support could lead to formal disciplinary action.

- 2.2 By signing the learning agreement at enrolment learners are accepting the terms and conditions of this policy.
- 2.3 No disciplinary action will be taken against a learner until the circumstances have been investigated except when misbehaviour has been directly observed by a member of staff. In this instance the appropriate action should be taken immediately.
- 2.4 If appropriate, a Director, may suspend the learner whilst the investigation is carried out.
- 2.5 At each stage learners have the right to be advised of the reason for formal disciplinary meetings, to hear the evidence against them and to state their case.

- 2.6 If a learner fails, without good reason, to attend a disciplinary meeting which they have been invited to attend the meeting can take place and a decision made in their absence.
- 2.7 A learner has the right to appeal against any disciplinary penalty imposed.
- 2.8 Special consideration will be given to learners whose behaviour might be the consequence of a learning difficulty or disability as defined by the Disability Discrimination Act.
- 2.9 Disciplinary warnings will normally remain on a learner's record for up to 2 years.

### 3. **Unacceptable Behaviour**

- 3.1 The AP implements an extensive range of support strategies to engage learners and promote expectations of how learners should behave. However, should a learner's behaviour frequently fall short of these expectations it may become necessary to follow the disciplinary process at *Appendix 1*.
- 3.2 Unacceptable behaviour is usually repeated actions that cause concern or distress to peers or staff members. Some examples of behaviours which are unacceptable to the AP are given below for guidance purposes. These are examples and the list is not exhaustive. It is important to understand that even minor breaches of the code of conduct, available at *Appendix 2*, may be treated as serious misconduct if they are persistent or repeated.
- a. any breach of the responsibilities of learners outlined in the 'Learning Agreement' and any breach of health and safety or other regulations of the AP, as outlined at induction and in the Learner Code of Conduct;
  - b. any failure to follow the reasonable instructions of a member of staff;
- 3.3 All instances of unacceptable behaviour will be reviewed in context prior to any decision to invoke the disciplinary process is taken.
- 3.4 The AP recognises the legal duties under the Equality Act 2010 and the 2011 Specific Duties Act in respect of learners with Special Educational Needs and/or Disabilities (SEND). Whilst all learners identified with SEND are covered under this behaviour policy, the AP recognises that these learners often require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all learners. An Individual Behaviour Plan will be used for learners with SEND that cause them to display challenging behaviour. Advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies. These will be monitored and reviewed regularly.

### 4. **Gross Misconduct**

- 4.1 The following are examples of activities that could be considered as gross misconduct:
- a. theft of any kind;
  - b. any potential or actual illegal act which may have an adverse effect on the work of the AP or on other learners;
  - c. Sexual misconduct, assault or harassment
  - d. any bullying (including cyber, prejudice based & discriminatory bullying), intimidation, harassment, taunting (including any homophobic comments),

verbal abuse or the use of any violence or threat of violence towards any person;

- e. discrimination of any kind (including racial, homophobic, age, religion, sex, gender reassignment and disability)
- f. any behaviour that relates to the PREVENT agenda
- g. deliberate damage to property (AP and personal property);
- h. any activity which contravenes the “Code of Practice for the Acceptable Use of IT/Computing Facilities”;
- i. deliberately endangering the health and safety of others;
- j. any behaviour which could bring the AP into disrepute;
- k. possession and/or use of illegal substances, alcohol and legal highs;
- l. Refusing to hand in phones or submit to the Metal detector on entry

4.2 This is not an exhaustive list and each incident will be reviewed individually and in context. Where learner actions suggest gross misconduct, the AP reserves the right in the first instance to suspend the learner pending a formal investigation.

4.3 In all cases of suggested gross misconduct the Manager will investigate the incident in readiness for the disciplinary hearing to take place.

## 5. **Contact with Parents and Carers**

5.1 The AP collects parent/carer contact details at enrolment for all learners enrolled in the AP Parents/carers can expect to be contacted should a behaviour concern arise and invited to attend meetings if behaviour or conduct remains a concern.

5.2 Parents and carers are encouraged to communicate with the AP and share all relevant information that might affect the learner's behaviour whilst at AP. If parents/carers have a concern about the learner's behaviour outside of AP this should also be shared with the AP so that the learner's wider wellbeing can be fully understood and supported.

## Appendix 1

### STAGES OF THE DISCIPLINARY PROCEDURE

1. The disciplinary procedures are the direct responsibility of the Directors but the operation of the procedures is delegated to the Manager.
2. **INFORMAL CONCERNS**
  - (a) It is important that all teachers who have concerns about a learner in their class discuss these concerns with the learner, and monitor improvements.
  - (b) The Manager will monitor the learner's behaviour and discuss next steps with the Directors for the area if concerns remain.
3. **STAGE 1 (ACTION PLAN)**
  - 3.1 This is an initial measure generally invoked to prevent any further escalation of disciplinary stages and will often relate to a failure of a learner to fulfil a commitment to AP, such as:
    - **Attendance/Punctuality:** regular unauthorised absence or lateness which disrupts lessons.
    - **Deadlines:** regular late submission of assessed work, including significant course work;
    - **Behaviour:** any breach of the learner code of conduct including disrespectful behaviour towards staff or fellow learners.
  - 3.2 A disciplinary meeting will take place with the most appropriate manager, usually the Student services Manager. In the majority of cases, a Stage 1 warning will be issued and action plan drawn up to include SMART targets. Details of the action plan and targets must be recorded.
    - a. Where individual performance targets are set there will be an agreed review period, at the discretion of the Manager. This will depend upon the nature of the initial concern. Typically, the review period could be several days up to two weeks.
    - b. The Manager will meet the learner at the end of the agreed review period to check progress against the individual targets set.

- c. If the Directors are satisfied that sufficient progress has been made to address the initial concerns the learner will be notified that no further action will be taken.
- d. If the learner has not made sufficient progress against the agreed targets, the Directors and the Manager will meet to agree the next steps.
- e. Next steps can include a review of the action plan with extended targets and deadlines or an agreement between the two managers to progress to stage 2.

#### 4. **STAGE 2 (FORMAL)**

- 4.1 A Stage 2 formal warning is given if there has been a failure by the learner concerned to make satisfactory progress during Stage 1 and the Manager is confident that the learner has been fully supported to achieve the targets and all known information about the learner has been considered.
- 4.2 The Manager will arrange for a formal second stage meeting with the Assistant Director and any other appropriate member of staff. A parent, guardian or appropriate representative of the learner will be invited to this meeting. The purpose of the meeting will be to highlight concerns and to agree individual targets with the learner to address these concerns. The stage 1 action plan will be updated, and the new agreed actions recorded.
- 4.3 A review date will be set at this meeting; interim meetings can be arranged if needed, at the discretion of the manager.
- 4.4 Learners will be offered support from AP Support Services (Careers, Welfare, Counselling, Learner Support etc.).
- 4.5 At the end of the agreed review period the learner will have a final review meeting with the Directors, If the Directors are satisfied that sufficient progress has been made to address the agreed improvement targets the learner will be notified that no further action will be taken.
- 4.6 If the learner has not made sufficient progress against the agreed targets, the Directors and the Manager will meet to agree the next steps.
- 4.7 Next steps can include a review of the action plan with extended targets and deadlines or an agreement between the two to recommend to progress the learner to Stage 3.

## 5. **STAGE 3 (FINAL)**

- 5.1 Stage 3 (FINAL) represents the final stage of the disciplinary process. If there is no improvement in behaviour, then the learner may be permanently excluded.
- 5.2 The Manager will arrange a final review meeting. A parent, guardian or appropriate representative of the learner will be invited to this meeting. The purpose of the meeting will be to highlight the continuing staff concerns and to agree final individual targets with the learner to address these concerns. The agreed actions will be recorded. Under these circumstances a final warning will be issued outlining the agreed actions and the timescale for the review period. The learner will be offered further support from AP Support Services. Alternatively, due to the severity of the action taken by the learner, such as gross misconduct, this meeting may be to confirm a permanent exclusion. If the learner is excluded an interview with Careers will be offered.
- 5.3 At the end of the agreed review period the learner will have a final review meeting with the Directors. If the Assistant Principal is satisfied that sufficient progress has been made to address the agreed improvement targets the learner will be notified that no further action will be taken.

5.4 If a learner is taken off Stage 3 and a further concern is raised (repeat of previous/similar behaviour), the learner will in all cases be referred directly to the Directors who will decide on the appropriate course of action.

## 6. **Failure to Meet the Terms of the Individual Action Plan**

6.1 If the learner fails to meet the conditions outlined in their individual action plan, all support has been actioned and there are no mitigating circumstances, The Manager will meet with The Directors to support the learner and agree the next steps.

6.2 If appropriate, The Directors action the exclusion and ensure parents/carers are informed.

6.3 In the event of a permanent exclusion from AP, the learner will be notified in writing. If a learner has been excluded for gross misconduct, they will not be entitled to re-apply for an AP course in the subsequent year.

## 7. **Permanent Exclusion – Appeal Process**

7.1 In the case of a permanent exclusion the learner does have the right of appeal to the Directors. This appeal just be made in writing within 10 working days. In all appeals of this nature the Director’s decision will be final. The Directors can delegate the review of the appeal to the Manager.

## 8. **Important Note**

8.1 In extreme circumstances, for example where the learner’s behaviour requires immediate suspension from AP, any Director can suspend the learner. If the learner is considered vulnerable, then the Manager of Learning and Learner services must be consulted prior to suspension. It is the responsibility of the Assistant Principal suspending the learner to ensure parents/carers are informed. The suspension will subsequently be reviewed and through discussion with the Directors Quality next steps will be agreed.

## 9. **Overview of Staff Involved in the Disciplinary Procedure**

| <b>Disciplinary Process</b> | <b>Action</b>   | <b>Support Activity</b>   |
|-----------------------------|---|---|
| Informal                    | Teacher, or member of staff discusses concern with student, agrees targets and records. | tutor or assessor monitors and supports progress.<br>If concerns remain tutor or assessor meets with teacher or assessor to agree next steps. |

|         |  |  |
|---------|--|--|
| Stage 1 | Director meets with the learner and agrees a formal action plan and records    | Tutor or assessor attends meeting, monitors and supports progress.<br>If concerns remain the Director meets with the Learner Services Manager to agree next steps. |
| Stage 2 | Director meets with the learner and agrees an updated action plan and records. | If concerns remain the Directors meets with the Learner Services Manager to agree next steps the   |
| Stage 3 | The Manager agrees an  | PDI, tutor or assessor monitors and supports progress.   |

|                  |   |   |
|------------------|---|---|
|                  | updated action plan and records it.   | If concerns remain the AP Learner Services and manager to agree next steps. |
| Exclusion        | Decided by the Directors and the Manager.   | There is a right to appeal.   |
| Gross Misconduct | Any Director can suspend a learner should immediate action be needed. All directors must be notified as soon as possible. | The Manager and Directors to agree next steps.                              |

## Appendix 2

### Learner Code of Conduct

1. The Code of Conduct reflects the AP values, particularly those of honesty, integrity, respect, equality, diversity and inclusion.
2. The code of Conduct is used as a guide for learners to promote a culture of positive behaviours. It is displayed across the AP in poster format.
3. The AP promotes a culture of positive behaviour. Learners must therefore display positive behaviours in all parts of the AP and across all activities associated with the learning programme both on and off the AP site. This is to promote a safe, inclusive and positive culture for learning and personal development so that learners develop positive behaviours for work and further learning.
4. Learners are expected to display the following positive behaviours:
  - Demonstrate respect, consideration and kindness to staff and each other at all times;
  - Hand in phones and vapes on entry to be kept in a locked box except for breaktimes.
  - Submit to a metal detector swipe on entry.
  - Be proactive in safeguarding themselves and each other, sharing and reporting concerns to a member of staff as soon as they are known;
  - Dress appropriately for the learning environment and remove coats and hats when in classrooms, workshops or other learning facilities.
  - Limit the use of mobile devices when in the learning environment unless being used to support learning;
  - Comply with the no smoking policy in all areas of the AP. Smoking and use of e-cigarettes is restricted to the vaping area and subject to the vaping rules.
  - Treat all personal and AP property with care to avoid damage, injury or harm;
  - Respect the AP community at all times by;
    - Disposing of litter in the bins provided
    - Avoiding excessive noise or disruption to learning
    - Playing ball games in designated areas only
    - Ensuring all entrances and exits are kept clear at all times
5. The AP does not tolerate: the use of alcohol, drugs, legal highs; bullying or sexual harassment of any kind. Misconduct of this kind is likely to lead to immediate suspension and permanent exclusion from AP. It is also forbidden to take photographs, video or participate in video chats on devices whilst inside The Hub.