

Learners Behaviour and Conduct Policy

What is this Policy For?

Clifford College is committed to creating a safe, inclusive, supportive and respectful learning environment that allows all students to achieve their full potential.

Purpose of the Policy

Support learners to understand and meet expected standards of conduct

- Promote Professionalism and mutual respect
- Recognise that behaviour can sometimes be affected by individual circumstances including wellbeing, neurodiversity, disability, mental health, personal circumstances or additional support needs.
- Provide opportunity for students to reflect and improve behaviour before formal action is considered where appropriate
- Ensure employers are involved if necessary to support students and staff through the behaviour and conduct process.

We always seek to understand the reasons behind a student's behaviour and where appropriate ensure that any support requirements are put in place.

Before any action is taken, Clifford College give consideration

Standards of Behaviour

Students are expected to:

- Treat staff, employers, visitors and fellow students with dignity and respect
- Follow the Classroom Standards as displayed in learning environments
- Follow reasonable instructions from staff
- Contribute positively to a safe and inclusive learning environment
- Attend and participate in learning activities as required
- Respect equipment, facilities and property
- Always follow health and safety guidelines
- Communicate professionally both in person and online

Early Intervention and Support

support and positive intervention will be used to address concerns and assist students to learn. Where possible concerns will be addressed by Tutors and Assessors through conversation and supportive planning before formal action is considered.

As part of the early intervention process, learners may be offered:

- Informal support meetings with their LSC, LEO or another appropriate member of staff.
- A learner support or improvement plan with agreed actions and review dates.
- Additional coaching, mentoring or LEO reviews.
- Referrals to wellbeing, safeguarding or specialist support services where appropriate.
- Reasonable adjustments to support successful participation in learning.
- Engagement with employers, parents or guardians (where appropriate and with consent when required).

The purpose of early intervention is to promote learner success, encourage positive behavioural change, and ensure that learners are given every reasonable opportunity to overcome challenges before formal measures are required.

Where a learner's behaviour drops to a level whereby it is disrupting the learning experience of those around them, poses a risk to safety, is deemed as a safeguarding risk or breaches any Clifford College behaviour and conduct standards, the organisation's process for dealing with such occurrence (see appendix 1) will be initiated. Please note that depending on the severity of behaviour, Clifford College staff reserve the right to enter the process at any starting point.

Behaviour and Conduct Procedure Overview

The behaviour and conduct process is intended to support positive behavioural change and successful programme completion wherever possible.

The process aims to:

- Encourage learners to reflect on their actions.
- Identify and address barriers to engagement.
- Provide appropriate support and intervention.
- Apply fair and proportionate sanctions when required.

Depending on the seriousness of the matter, action may begin at any stage of the process.

The following are examples of behaviours that may initiate a behaviour discussion:

- Repeated failure to follow reasonable instructions.
- Persistent poor attendance or engagement without valid reason.
- Disruptive behaviour affecting learning.
- Misuse of equipment or property.
- Failure to follow health and safety procedures.
- Inappropriate behaviour towards staff, employers or other learners.

This list is not exhaustive.

The following are examples of behaviours that may initiate behaviour management beyond stage one of the process (see appendix 1).

Examples may include:

- Violence, threats or aggressive behaviour.
- Theft, fraud or deliberate damage to property.
- Bullying, harassment, discrimination or victimisation.
- Serious breaches of safeguarding requirements.
- Serious breaches of health and safety requirements.
- Possession of prohibited substances or weapons.
- Conduct that seriously damages the reputation of Clifford College, employers or fellow learners.

This list is not exhaustive.

Final Notes

Right to be Heard and Supported

Learners will always be given the opportunity to explain their Perspective.

Right to challenge Intent to withdraw

It is our aim to resolve any behaviour and conduct concerns as early and effectively as possible and only resort to a notification of intent to withdraw when we believe, in conjunction with the apprentice's employer, that there are no other options. Where a notice of intention to withdraw is issued, the apprentice has the right to respond to contest the decision. This response should be received in writing within 5 working days of receipt of the notice of intention to withdraw. This will be reviewed at Director level in the business, with a decision confirmed or reversed in a further 10 working days. We are committed to creating a safe, inclusive, supportive and respectful learning environment where all learners can achieve their potential.

Appendix 1

Where a learners behaviour drops to a level whereby it is disrupting the learning experience of those around them, poses a risk to safety, is deemed as a safeguarding risk or breaches any Clifford College behaviour and conduct standards, the following process will be followed.

Stage 1: Informal in-class intervention

Action: Tutor issues a direct verbal warning regarding the specific disruptive behaviour.

Focus: Re-engage the apprentice and remind them of professional workplace expectations.

Documentation: Include in end-of-block feedback.

Stage 2: Formal intervention & Employer Notification

Action: Remove from learning environment and notify employer immediately.

Focus: Ensure the apprentice understands they are learning during paid employment time and representing their employer.

Documentation: Include in end-of-block feedback; email employer conversation summary to employer and apprentice; add copy to learner Overview on Bud.

Stage 3: Behaviour action plan (At-risk status)

Action: Hold formal meeting with apprentice and employer

Focus: Agree a behaviour action plan

Documentation: Communicate formal action plan;

Stage 4: Intent to withdraw

Action: Director of Training and Quality Manager evaluate progress against the action plan.

Focus: Confirm that every effort has been made to manage behaviour and conduct and that no viable alternative remains.

Documentation: Send formal intent-to-withdraw notification

Signed

Clifford College

September 2026

Board of Governors