

# LEARNER BEHAVIOUR POLICY



Policy Group: Curriculum

Effective: September 2025

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Director

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# GUIDANCE

## Vision

Transform lives through learning

## Values



**PASSIONATE** - We're passionate about everything we do, especially creating as many opportunities as we can for both young people and adults to gain new skills.



**UNSTOPPABLE** - We are committed to continually exploring ways to improve the service that we offer for the benefit of our learners, partners, and employers.



**RIGHT** - We endeavour to be open, honest and fair in our dealings with learners, employers, partners and stakeholders. We also aim to get it right first time.



**PARTNERSHIPS** - We continually strive to deliver excellence through strategic and sustainable partnerships with a wide range of FE organisations, employers and wider stakeholders.



**LEARNERS** - We keep our learners at the centre of everything we do and we are driven by the desire to provide life-changing opportunities for them.



**EMPOWERMENT** - We are passionate about supporting Purple People at all levels, empowering them to realise their full potential and progress.

## Tone of voice

Our tone of voice takes its direct influence from our core values. We are passionate about people and learners and are driven to get the best out of everyone by understanding them. We are caring and supportive, as well as being determined and striving for growth. We talk with purpose and enthusiasm in a way that connects and empowers people.

Innovation is at the heart of Learning Curve Group and we're always thinking about what's next!

## SUMMARY CHANGES

Date	Page	Details of Amendments
10/04/2020	All	Reflection of LHAA processes
04/06/2021	All	Consideration of all acquisitions
01/09/2022	All	Review and consolidate for Group Change of job titles.
1/9/22	All	Annual review
02/09/2025	All	Annual Review, Change of Ownership, Amendment of Learner Disciplinary Process as an Annex
31/03/2026	All	Revision to include Restrictive Intervention and Use of Reasonable Force.

## INTRODUCTION

Learning Curve Group (LCG) is one of the largest national training providers in the UK, providing education and training nationally. All companies within the LCG family uphold the same company Vision, Mission and Core Values and follow our group policies and procedures.

This policy is providing a clear and consistent approach when managing behaviours, establishes guidance regarding to key aims and actions relating to developing and supporting positive behaviour expectations, whilst enabling celebration of success and ensuring that we:

- Recognise behavioural norms and positively reinforce them.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive Interventions.
- Seeks to develop and maintain a community of motivated staff and give learners the confidence, skills, attitudes, and qualities to realise their full potential, gain employment or progress to further education or training.

### Applies to

All learners enrolled onto qualifications with the Learning Curve Group family.

### Reason for policy

Our aim is to ensure that learners enjoy their learning experience and have a positive experience. We will offer support and advice to all parties in cases where events or incidents arise that are a cause for concern, and we will seek to de-escalate situations and manage concerns to minimise their impact across the business.

## POLICY

Appropriate behaviour is achieved by establishing an appropriate environment for learning. Positive learning environments enable learners and staff to be safe, happy and focus on gaining new skills or knowledge.

Everyone has the right to access education training and support, free from fear of harm and protected from mistreatment and abuse. In addition, they should be able to access learning and support without disruption from behaviours which impinge on their learning. Learners should be supported to take responsibility for their behaviour and offered solutions to improve it. Everyone attending or working at LCG has a right to:

- Recognition of their unique identity.
- Be treated with respect and dignity.
- Learn and work in a safe environment.
- Be protected from harm, violence, assault and acts of verbal abuse and sexual harassment.

Positive learning environments are underpinned by the 3 Rs principles. These are:

**Respect.** Respect all others' right to learn by:

- Following instructions.
- Listening to each other.
- Contributing positively without discrimination.
- Helping and supporting others.

**Responsibility.** We are all responsible for our own actions, we have a responsibility to:

- Arrive on time.
- Be prepared for learning.
- Have the correct equipment.
- Behave appropriately.
- Give your best effort.
- Persist in your tasks.

**Rights.** Everyone has the right to:

- Be safe.
- Be happy.
- Be healthy.
- Work and learn without interruption.
- Be treated fairly.
- Be treated with respect.

**Learners and their parents/carers have a right to:**

- Individual consideration of learner needs by the staff who have responsibility for their care and protection.
- Expect staff to undertake their duties and responsibilities in accordance with company policies and relevant legislation.

- Be informed about company rules, relevant policies and the expected conduct of all learners and staff working across the company.
- Be informed about the company complaints procedure.

## Basis for positive behaviour

This policy is underpinned by the principles of Positive Behaviour Support (PBS), a nationally recognised approach that focuses on creating positive learning environments, setting clear expectations, supporting learners to take responsibility for their behaviour, and using graduated, proportionate responses. The policy is further informed by rights-respecting and trauma-informed practice to ensure behaviour management is fair, inclusive, and supportive. PBS is the dominant, DfE-endorsed framework across education, SEND, FE and adult learning. It focuses on:

- Proactive environment design
- Clear expectations
- Teaching behaviour, not just sanctioning it
- Graduated, proportionate responses
- Reflection and learning after incidents

## Course expectations for learners

We are committed to ensuring we deliver the very best learning experience which leads to the successful achievement of a qualification. Strong and consistent professional relationships between tutors and learners are essential to high quality teaching, learning and assessment. The following principles and expectations apply to all delivery staff and learners.

Tutors are expected to:

- Provide a high standard of teaching and quality learning experience.
- Offer a variety of teaching, learning and assessment styles in a supportive, challenging, and interesting environment.
- Provide appropriate resources to facilitate learning.
- View equality and inclusion as paramount in all aspects of our activity.
- Support you to develop your skills, reach targets and enjoy your experience with us.
- Provide an environment free from harassment and unfair or unlawful discrimination.
- Provide next steps careers education, information, advice guidance for learners towards a career route.

All learners must:

- Observe the expected codes of behaviour.
- Be courteous, considerate, and respectful to other learners, members of staff and other users of our premises.
- Be punctual and maintain good attendance in learning sessions both face-to-face and remotely.
- Refrain from anti-social activities that would reduce their ability to participate fully and safely in the working of the class/session, face to face and remotely e.g. the consumption of alcohol or drugs.

- Undertake an initial induction process at the start of the programme and complete an initial assessment to establish a starting point and possible support needs.
- Achieve agreed stretching targets to the best of their ability and within the agreed deadline after discussions with your tutor/coach.
- Engage in positive behaviour, showing respect and consideration to others.
- Be aware of how we will aim to keep you safe from radicalisation and extremist influences.
- Work to agreed targets and timescales, showing a commitment to your practical skills and theory knowledge development.
- Take responsibility for your own learning and engage with your tutor to ensure your progress.
- Participate in regular progress reviews with your tutor/coach.
- Inform your tutor/coach if you are unable to meet deadlines or if you encounter any other deadlines.
- Take responsibility for your learning, completing all assessments and any associated activities before you complete your course.
- Meet the required standards we expect and those of the Awarding Organisation/End Point Assessment Organisations who give you your certification.
- Take part in meaningful next steps discussions with your tutor and support teams.

It is not acceptable to:

- Treat company premises and property without respect.
- Refuse to work or co-operate with members of our company or to make life difficult for other learners and staff.
- Abuse members of staff verbally or physically.
- Influence others to conform to your own beliefs and values.
- Behave in a manner intended to demean or demoralise a fellow learner or a member of staff or to act in a way that puts other people at risk.

### ***Bullying is not tolerated at LCG***

## Statement of Practice

- A learner Code of Conduct appears in the Learner Handbook and is discussed with learners at induction.
- The management of behaviour is the responsibility of all staff and learners and, where appropriate, employers.
- We recognise that events and incidents can be complex and impact on several areas of the learning process. On occasions like this, it may be necessary to involve other internal and external stakeholders.
- All staff should observe the agreed procedures as detailed in this document.
- Any learner who believes that they have been treated unfairly or not in accordance with the procedures may appeal.
- Parents/carers/guardians of learners under 18 will be kept informed unless there is good reason related to the safety of the learner not to do so.
- Employers will be informed should there be any cause for concern.

Tutors/Coaches will be encouraged to deal with minor incidents as part of their learner management strategy. When necessary, the discipline process will be triggered.

1. **First and second verbal warning** – will be issued by a tutor or designated person and this will normally stay on record for 3 months.
2. **Written warning** – there will be a hearing and if deemed appropriate a written warning will be issued by a relevant Operations Manager and will remain on file for six months.
3. **Final written warning** – will be issued as above by an operational Manager and will remain on file for the duration of the course.
4. **Exclusion** – will be issued by a Head of Operations on consideration of the evidence presented during the hearing.

All these matters will be confirmed to the learner and if under 18, a parent/carer/guardian by letter.

If the learner is under 18 years of age a parent or guardian may be informed of any behaviour issues and will be invited to disciplinary hearing if required. If a learner is aged 15-18 years old, they may request to have an adult, such as a parent, carer or social worker accompany them to the meeting. There will be a person of an appropriate level chairing every hearing who will be impartial to the process and not involved at any other stage. The disciplinary matter can be escalated to any stage depending on the seriousness of the incident from warnings at the written and exclusion/final warning stages.

Where appropriate post incident learning will be offered through a discussion exploring what the learner can do/use to avoid repeat incidents, along with what the staff can offer to support the learner in the future.

## Restrictive Intervention and use of reasonable force

In accordance with the Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England, April 2026, the use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe. This guidance is underpinned in legislation.

Any restrictive intervention or use of reasonable force must be in accordance with the Restrictive Intervention and Use of Force policy.

## Learners with disabilities and learning support needs

Factors associated with disability should be considered when learners with disabilities or learning support needs are involved in any discipline procedure. Appropriate and reasonable adjustments should be made including those where adjustments should be in place to avoid the necessity to begin disciplinary procedures.

Learners with disabilities are entitled to receive additional support as necessary at all stages of any procedure, for example by the provision of a support worker or tutor assigned or by providing information in an alternative format.

## Appeals

Excluded learners can appeal in writing to the provision area Director within 10 days of the exclusion. The appeal will be fully investigated, and the decision made will be communicated to the learner within 10 working days.

## Training

Alongside annual mandatory training on Safeguarding, Equality, Diversity, and Inclusion, Health and Safety, Prevent and My Concern, support and guidance on behaviour management can be found through the courses on the Purple People Academy, or through the Quality Advisors.

## RELATED POLICIES

### **Group 2**

Restrictive Intervention and Use of Force Policy

### **Group 3**

Learner Anti-Bullying and Harassment Policy

### **Group 4**

Teaching, Learning and Assessment Handbook  
Appeals Policy

Learner Attendance Policy – England

Learner Attendance Policy - Wales