

Intent

Swift ACI believes effective learning is best achieved in a supportive, welcoming environment where Learners enjoy engaging and learning, to achieve their full potential and feel safe.

It is the aim of Swift to ensure every Learner attends their learning days and progresses in a timely manner during a positive learning journey.

We promote and encourage a culture of mutual respect amongst all Learners, staff and visitors by focusing on open, honest, and co-operative relationships that are Learner-centered.

This policy should be read alongside our Safeguarding Culture, Code of Conduct, the Attendance Policy and Safeguarding Policy and Procedure, all of which promote our whole organisational approach to our stakeholders. It also draws on our approach to improve Learner outcomes through developing positive mind-sets around emotional intelligence and resilience to support emotional and mental health.

Purpose

The purpose of this policy is to ensure Swift:

- Promotes a culture of mutual respect, tolerance, democracy, individual liberty, and shared expectations, consistent with British values.
- Provides a safe learning environment for all, free from physical risks, bullying or harassment including child on child abuse and sexual harassment.
- Shapes an environment that is welcoming, friendly, and supportive, promoting good attendance, punctuality, and Learner progress.
- Communicates and demonstrate expectations around positive behaviour, good conduct and taking responsibility.
- Manages low level disruption well, without disadvantaging Learner outcomes.
- Ensures Learner behaviour processes are managed effectively to promote fair and equitable treatment of all Learners whilst providing support to staff.

Scope

This Policy applies to all Learners regardless of their mode of study or location. It expects all Learners to always abide by the Learner Code of Conduct including during class days and when representing Swift outside of these.

It will be applied equitably: not every Learner will be treated the same, our approach will acknowledge the different support needs and experiences of our Learners.

It sets out the processes for addressing poor behaviour where a formal resolution is needed, which includes use of Learner Support Plans and a five-stage behaviour process.

It is the responsibility of every member of staff to adhere to this policy.

Behaviour Not Meeting Expectations

Swift staff have a duty to intervene when behaviour does not meet expectations. Therefore, all staff should have a robust understanding of how to challenge and direct students towards positive behaviour.

Our aim, through use of restorative approaches, is to seek positive outcomes for all involved through understanding individual situations, conflict resolution and mediation.

Staff should always attempt to diffuse and resolve situations where behaviour does not meet expectations.

Swift firmly believes that Learners should be able to manage and take responsibility for their own behaviour. Our staff are here to support individuals to make good choices by consistently promoting and modelling positive behaviours.

Swift is passionate about developing the next generation of Childcare professionals, and as such, we emphasise the need for professional conduct, being positive role models for the children they will work with and making good personal choices to enhance their career.

Every effort is made to promote a positive approach and set good examples in order to avoid formal sanction, which will only be triggered when:

- Misconduct has exhausted the stages 1 to 3 below,
- Serious Misconduct is alleged.

5 Stage Sanction process:

1. Low level Disruption:

- a. A conduct reminder will be given to the Learner at the time of the incident.
- b. This is a conversation between the Assessor/Tutor and the Learner.
- c. The discussion will focus on underlying causes, and the Code of Conduct will be referred to. Positive behaviours will be promoted, and the Assessor/Tutor will monitor progress.

2. Cause for Concern:

- a. If the behaviour does not improve following stage 1, the learner will be reminded of the previous discussion, and a verbal warning will be given.
- b. The Learner will be asked if there is a reason for the behaviour, if they need any support or would like to talk to someone.
- c. The Learner will be advised that a further incident will lead to the implementation of a Behaviour Support plan.

3. Behaviour Support plan:

- a. If there is still no improvement in the behaviour, a Learner Support plan will be put in place, identifying up to 3 areas of improvement to be actioned and monitored by the Learners' Tutor or Assessor.
- b. A copy of this will be sent to the Employer also.

4. First Written warning:

- a. Further lack of improvement will lead to a 1st written warning being implemented. This will be reported to the Employer at the time of recording.
- b. The Assessor/Tutor will discuss with the learner what has previously happened and why, who was affected by the behaviour.
- c. Support requirements will be discussed and assessed.

- d. Actions and strategies to improve behaviour will be agreed.
- e. Actions will be agreed and documented.
- f. The decision can be appealed by writing to Jack Edwards, SDSL

5. **Final Written Warning:**

- a. **The Learner** will be issued with a final written warning, outlining the expectations and next steps should the behaviour not improve at this final stage.
- b. The Employer will be informed of the warning.
- c. The decision can be appealed by writing to Jack Edwards, SDSL

Finally, if these sanctions are not effective, and the behaviour has shown no, or little, sign of improvement, the process for dismissal will be triggered and the Learner will be referred to the Learner Experience manager.

Our expectations and standards of behaviour are summarised below but can be found in full in our Apprentice Code of Conduct.

DO	DON'T
Cooperate with others	Be disrespectful to anyone else
Be friendly	
Listen to others	
Be helpful	Bully other people (online or offline)
Have good manners	
Treat everyone with respect	
Take responsibility for your own behaviour	Behave in a way that could be intimidating
Talk to your Tutor/DSO about anything that worries or concerns you	
Follow this code of behaviour and other rules (including the law)	
Join in and have fun!	Be abusive towards anyone
Be helpful	

Version: 2

Board Approval:

Managing Director Name: Gregory Morrall

Signature:

Gregory Morrall

Date: 18/10/2023

Reviewed on:

Review Due: 17/10/2024

Reviewed by: Jayne Hipkiss

