

LS03 Learner Behaviour and Intervention Policy



**TEC
Partnership**

Changing lives every day

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Revision History

Version Number	Date	Type of Amendment	Amendment Details
1.0	04/09/2015	New Policy	New policy to provide a clear and consistent framework for promoting positive behaviour, supporting learners' wellbeing, and ensuring a safe and respectful learning environment.
2.0	06/04/2016	Amendments	Amendments following detailed consultation
3.0	20/06/2018	Amendments	Amendments following full review
4.0	17/12/2019	Amendments	Incorporation of TAG into the policy
5.0	18/11/2020	Amendments	Updated to reflect actions taken during lockdown. Updated to reflect bespoke measures for learners with high needs.
6.0	01/12/2021	Amendments	Updated to include zero tolerance for sexual harm and sexual harassment. Only staff trained to level 3/4 will conduct the investigation of a zero-tolerance incident.
7.0	20/03/2023	Amendments	Policy name change. Policy owner title change. Staff title change. Removal of Covid 19 procedure. Removal of flow chart.
7.0	17/10/2023	Review	Updated to reflect changes in staff authority to suspend and exclude
7.1	07/03/2024	Amendments	Front sheet and change control updated.
7.1	1/10/2024	Review	No changes
8.0	February 2026	Major Review	Updated to offer a more comprehensive and integrated approach, aligning behaviour expectations with supportive strategies that help learners thrive both academically and personally.
8.1	February	Factual updating	Minor change

If you need further advice on how the regulations work, please contact Learner Services.

Contents

1.0 Purpose.....	2
2.0 Scope	2
3.0 Principles.....	2
4.0 Behaviour Expectations.....	2
5.0 Behaviours Matrix	3
6.0 Positive Behaviour Management Framework.....	4
6.1 Prevention (universal)	4
6.2 Restorative Intervention (targeted)	4
6.3 Cause for Concern (C4C) (targeted)	4
6.4 Formal Curriculum Stage.....	4
6.5 Investigation and Hearing Stage.....	6
6.6 Investigation and Hearing Stage (The Academy Grimsby).....	8
7.0 Right of Appeal	10

1.0 Purpose

TEC Partnership is committed to a safe, respectful and inclusive learning environment where every learner can thrive. We promote high expectations for conduct, a culture of positive relationships, and consistent, proportionate responses to misbehaviour.

The aim of the policy is to:

- Explain our behavioural expectations and responsibilities across the college communities.
- Provide a clear, graduated framework for prevention, intervention, and (where necessary) formal action.
- Ensure compliance with safeguarding duties (including Prevent) and equality legislation.

2.0 Scope

This Policy applies to all students within TEC Partnership, whether full-time or part-time, or whether their course is validated by or associated with any other institution.

For Higher Education students who have been accused of academic misconduct, the code of practice (HE11) Academic Integrity applies [TEC Partnership | Higher Education Department of Quality & Standards](#).

For Further Education students who have been accused of academic misconduct, the code of practice (FE07), Malpractice and Maladministration Non-Examination Policy applies.

3.0 Principles

TEC Partnership believes in changing lives every day. We do so by encouraging positive behaviours from our learners through Respect, Responsibility and Relationships:

Respect

- Encourage mutual respect between learners and staff.
- Model respectful behaviour in all interactions.
- Set clear expectations for how learners treat each other and the learning space.

Responsibility

- Help learners take ownership of their actions and choices.
- Promote accountability for behaviour and learning.
- Use restorative approaches when things go wrong rather than punitive measures.

Relationships

- Build strong, positive relationships as the foundation for behaviour management.
- Show empathy and understanding to create trust.
- Use communication strategies that strengthen connections rather than escalate conflict.

4.0 Behaviour Expectations

Students are expected to:

- Engage in learning: Attend punctually; come prepared; participate; meet academic integrity standards.
- Respect themselves, others & property: Use inclusive language; challenge discrimination; care for the environment; care for their own and others' learning.
- Stay safe: Follow Health and Safety rules; avoid substances/weapons; comply with Safeguarding and Prevent requirements.
- Use technology responsibly: Adhere to acceptable use (including AI tools), protect privacy, avoid harmful content; maintain professional conduct online and on social media.

Unacceptable Behaviour (Illustrative)

TEC Partnership considers the behaviours below to be inappropriate, and action will always be taken.

- Disruption, such as persistent talking over or refusal to follow reasonable instructions.
- Bullying/harassment (including discriminatory abuse under Equality Act 2010).

- Harmful sexual behaviour/sexual harassment (verbal, non-verbal, online) and image-based abuse.
- Violence/threats; possession of weapons; vandalism; theft.
- Substance misuse (possession/use/supply of drugs or alcohol in college activities).

5.0 Behaviours Matrix

The type of action taken will depend on the level of the behaviour. The matrix below illustrates example behaviours and the typical responses at TEC Partnership.

Level	Example Behaviours	Typical Responses
Modest	May affect the student's progress or achievement. e.g. Off-task, minor disruption, lateness and other equivalent	<u>Restorative Intervention</u> Potential actions: <ul style="list-style-type: none"> • Reminder; • Altering routine for individual learner; • Brief restorative chat; • Recorded note in Pro-Monitor; • Potential conversation with parent/guardian if repeated.
Moderate	Will affect the student's progress or achievement Or May affect others' progress or achievement e.g. Repeated disruption, refusal, regular lateness, outburst, refusal to complete work, low attendance, punctuality or assessment grades and other equivalent	<u>Cause for Concern (C4C)</u> Potential actions: <ul style="list-style-type: none"> • Behaviour support plan; • Limited privileges; • Curriculum task to repair harm; • 1-1 support; • Mediation; • Support from wider teams.
Serious	Will affect the student's progress or achievement. Or Will affect others' progress or achievement. Or Actions have or could cause harm to the student themselves, another student, a staff member, or property. e.g. Abusive language, a single incident with another student, unsafe behaviour, or continued low attendance or poor progress in their courses and other equivalent.	<u>Formal Curriculum Stage</u> Potential sanctions Verbal / First Written / Final Written Warning Potential Follow-Up Actions: <ul style="list-style-type: none"> • Withdrawal; • Smart Targets; • Behaviour agreement; • Targeted intervention.
Gross	Actions have or could cause significant harm to self, another student or staff member, or to property, e.g. Violence/threats, sexual harassment/assault, serious and/or repeated bullying, weapons, drugs supply or possession, racism incident, misogynistic incident.	<u>Investigation and Hearing Stage</u> Potential sanctions Verbal / First Written / Final Written Warning Potential Actions: <ul style="list-style-type: none"> • Withdrawal; • Smart Targets; • Behaviour agreement; targeted intervention.

6.0 Positive Behaviour Management Framework

6.1 Prevention (universal)

At TEC Partnership, we believe in positive approaches to behaviour management through building safe, predictable routines and spaces. We believe in implementing this through:

- Induction and “behaviour curriculum”: Teach routines, expectations, rights, responsibilities, digital citizenship, British Values.
- Environment: Predictable routines, visible staff presence, safe spaces, inclusive signage.
- Recognition: Praise, positive calls/messages, certificates, and employability endorsements.
- Professional relationships: Use trauma-informed and relational approaches; “See the story, not just the behaviour.”

6.2 Restorative Intervention (targeted)

Can be completed by any teacher or manager within the course team.

At TEC Partnership, where behaviours fail to meet our expected standard, impacting on individual occasions, we expect actions to be taken by staff members to prevent further issues.

- Prompt correction: Low-key reminders; short, private conversations; re-set/redirect and record.
- Notes of the conversation should be made on Pro-Monitor.
- Potential conversation with parent/guardian if repeated, if under 18 or if over 18 and have EHCP.
- Referral: SEND/Wellbeing/DSL where indicators suggest additional need or safeguarding.

6.3 Cause for Concern (C4C) (targeted)

Can be completed by the programme leader or tutor for the group.

At TEC Partnership, where behaviours are poor, sustained, and are likely to lead to poor progress for an individual learner, or there is an impact on other learners’ progress, a cause for concern should be issued.

- Restorative conversation: Explore context, impact, and agreement on next steps.
- Pastoral support plan: Targets, strategies, reasonable adjustments, review dates.
- Referral: SEND/Wellbeing/DSL where indicators suggest additional need or safeguarding.
- Parents and Guardians for under-18s (or older with an EHCP) must be informed.
- Recorded in Meetings and Reviews with the type of misconduct, behaviour category, summary of the discussion and SMART Targets

6.4 Formal Curriculum Stage

At TEC Partnership, where behaviours have consistently not met expectations, intervention is seen as key to changing behaviours.

Staff in curriculum are empowered to take action where behaviours fail to meet our expected standard but fall short of gross misconduct. This is in the form of a formal meeting in curriculum with follow-up actions.

6.4.1 The Disciplinary Meeting

The relevant staff member or manager should hold the disciplinary meeting.

A parent, carer or guardian for learners under 18 and/or relevant support worker for Care Experienced or EHCP learners should be invited to support the learner at the meeting. Where they are not present, they must be informed of the process and outcome.

If a Final Written Warning is being issued, the learner’s parents, carers or guardians and/or relevant support for Care Experienced or EHCP learners must be invited.

The manager convening the meeting should make it clear to the learner which stage of the Learner Disciplinary Procedure they are being placed onto and the implications of being issued that level of warning.

The following factors should be considered:

- The manager should consider the impact of the behaviour which has led to the disciplinary.
- The manager should consider the strength of evidence and whether it confirms, on balance of probabilities, that the behaviours were conducted by the individual.
- The manager should consider any mitigation presented by the individual or representatives.
- The manager should consider any past warnings still on record for the learner and use this to escalate the outcome.
- Where appropriate, all relevant documents, including copies of records from ProMonitor and the learner's disciplinary file, should also be reviewed as part of the meeting.

The meeting should include the completion of an Action Plan, designed to set clear targets and outline boundaries of behaviour with the agreement of the learner. The Action Plan should be SMART (specific, measurable, achievable, realistic and time-bound) and support the learner to progress and achieve. The manager and the learner must sign and date the Action Plan. However, if the learner refuses to sign, it still applies.

There are 6 potential outcomes available following a disciplinary meeting, which should be selected from.

1. **No Action Taken**
2. **Refer back to Cause for concern** - Can be completed by any teacher or manager within the area.
3. **Verbal Warning** - Can be completed by any teacher or manager within the course team.
4. **First Written Warning** - Can be completed by any teacher or manager within the course team.
5. **Final Written Warning** - Can be completed by the manager within the course team.
6. **Withdrawal** - Can only be issued by a CLT member following a previous Final Written Warning and where relevant targets were not met.

As soon as possible **after** the meeting, and in any case **no later than 48 hours**, the staff member must:

1. **Record the meeting on ProMonitor** - Meetings and Reviews (Dates, behaviour category, type of misconduct, summary of discussion)
2. **Record the SMART targets** set on ProMonitor
3. **Upload the Action Plan** to the meeting record
 - Where a first or final written warning has been issued, **flag the learner as RED** until a review has taken place and the learner has been satisfactorily meeting their targets.
 - All related documentation should also be kept in Pro-Monitor
 - Where a verbal warning is issued, contact parents/guardians to inform them. *There will be no written confirmation of a verbal warning.*
 - Where a first written or final written warning has been issued, and this is logged on Promonitor, the Learner Services Administrator will be sent a notification to send email confirmation to the learner and ensure further copies are provided to:
 - The parent, carer or guardian - if the learner is under 18
 - A relevant support for Care Experienced or EHCP learners
 - The Accommodation Officer - if a residential learner

6.4.2 A further meeting should be arranged with the learner, nominated manager and area pastoral team member to review the learner's progress against the targets set in the Action Plan. The review period should be agreed with the learner (this would usually be 1 or 2 weeks, but can be set at the discretion of the issuing manager)

- If there has been no improvement or an additional issue has been raised, the disciplinary will progress to the next appropriate stage by referring the case to the next level of outcome
- If the learner has made some improvement, their targets should be extended and a further review scheduled
- Where a learner has met their targets and made significant improvement, the learner will no longer require any further reviews and should no longer be flagged as RED for the purpose of disciplinary
- In some circumstances, it may be necessary to refer the learner to the Fitness to Study process (see Fitness to Study policy for guidance)

A review form should be completed and uploaded to the relevant meeting record. (This is the original meeting record from when the warning was issued).

Please note that the above is for guidance only, and discretion should be used depending on the learner's individual circumstances.

6.5 Investigation and Hearing Stage

TEC Partnership does not tolerate behaviours that could harm oneself, other students, staff members, or property, and swift action is taken to address those exhibiting such behaviours.

Following an incident of behaviour, any staff member must inform the targets and disciplinaries where behaviours exhibited have met the threshold of potential for harm. These can include the following non-exhaustive list:

- Possession or use of illegal drugs
- Possession or use of alcohol
- Possession of a bladed weapon or an item designated as a weapon.
- Physical violence or aggressive behaviour toward staff, students, or the public.
- Persistent bullying, harassment or discrimination of another person with the potential to cause emotional harm or distress
- Stealing property belonging to students, staff, the college, or visitors.
- Criminal behaviour that affects the college's reputation or safety.
- Persistent misconduct that continues despite warnings, or actions that fundamentally violate college values.
- Illegal online activity, distributing offensive content, hacking, or misuse of college systems.
- Any other activity judged to be gross misconduct

6.5.1 Suspension

A request for suspension must be made by the staff member at the scene, or relevant manager, to the relevant Campus Principal or appropriately deputised person. The Campus Principal or appropriately deputised person should assess all available evidence and confirm the following:

- Test 1 - There is sufficient evidence to identify the individual(s) under scrutiny as involved, or to fairly ascertain more information, the individual(s) must be suspended.
- Test 2 - There is sufficient evidence to suggest the activity can be classified as gross misconduct following further investigation.

If test 1 is not satisfied, then no action can be taken currently.

If test 1 is satisfied and test 2 is not satisfied because the action falls short of gross misconduct but still represents serious or moderate misconduct, the information should be referred to the relevant manager for action to be taken. In some circumstances, suspension can be used to prevent escalation of the situation where the action falls short of gross misconduct, but there is a likelihood of escalation. If both test 1 and test 2 are satisfied, then a formal suspension and investigation should be enacted by contacting the Targets and Disciplinary team and following through with the suspension of the learner.

Any learner who is suspended will be asked to leave college premises immediately (or as soon as practically possible) and will not be allowed on to any college premises, including transport and any college-related activity, except when invited to a meeting as part of the investigation.

- Any verbal suspension will be confirmed in writing to the learner, and the parent, carer or guardian if the learner is under 18 (or under 25 if a vulnerable learner) and to relevant stakeholder(s) for Care Experienced or EHCP learners, within 24 hours. This will go out as an email to the address we have on file or a paper copy. The 24 hours do not extend the time frame for the mail delivery services. We cannot be held responsible for any postal issues.

The written notice of suspension will state:

- The allegations made against the learner
- That the learner will not be allowed on college premises until the case is resolved
- Where to access the Learner Behaviour and Intervention Policy

Any learner who is on suspension **WILL be allowed to sit planned exams**. Learners may be allowed to attend a planned event at the discretion of members of the Executive Leadership Team (ELT); however, they must be supervised at all times whilst on college premises.

6.5.2 Investigation

Following receipt of the referral, the Targets and Disciplinary Team will assign an Investigating Officer.

The Investigating Officer will consider existing evidence for the case and take the required actions for them to reach a decision.

In some cases, this might mean organising a meeting with the relevant learner, their parents if under 18 and any appropriate support teams.

The Investigating Officer will gather and review evidence surrounding the incident/concern and liaise with any relevant witnesses. Depending on the findings of the investigation and the severity of the incident, the Investigating Officer can:

- Lift the suspension with no further action (where the young person was not involved or the actions fell short of gross misconduct). Ratification from a Head of Area or Faculty or a Learner Services Manager should be sought.
- Issue the learner with a verbal, first written or final written warning (where the actions fell short of gross misconduct). Ratification from a Head of Area or Faculty or a Learner Services Manager should be sought.
- Refer the learner to a Disciplinary Panel Hearing.

Follow-up actions

In the case of a referral to a disciplinary panel hearing, the written notice will state:

- The allegations made against the learner
- The learner's entitlement to bring a parent or other representative
- That the learner's area pastoral team member will act as their advocate
- Confirmation of the date and time of the Disciplinary Panel Hearing
- That the learner should not be on college premises in the intervening period

The outcome of an investigation will be notified to relevant staff members by the Learner Services Administration Team, and any targets set or actions to be taken because of an investigation will be referred to the learner's curriculum team, who will also be responsible for reviewing the learner's progress. The Success Coach can support this process.

6.5.3 Disciplinary Panel Hearing

A Disciplinary Hearing should be held with the learner as soon as possible, and in any case, normally no later than ten working days after the escalation from a final written warning or suspension and investigation. However, people involved in the process must be advised that, in extenuating circumstances, the 10-day period may be exceeded.

A Disciplinary Hearing will be chaired and facilitated in accordance with the Order of Hearing, which should be provided to the learner and the panel members prior to the hearing.

The case will be heard by a panel of three staff members, which will usually be chaired by a manager from curriculum or a suitable support manager.

A pastoral team member will act as an advocate for the learner. If the learner does not have an advocate or a parent/guardian/suitable representative, the hearing should be rearranged unless the learner has expressly stated that they wish to continue without an advocate; then, in agreement with the panel, the hearing may go ahead.

If the learner does not attend the meeting and does not give notice of a justifiable reason, it will be at the discretion of the chair to decide whether to proceed in the learner's absence or convene another meeting.

Prior to the hearing, any relevant evidence, including witness statements and any other relevant documentation, such as prior warnings and reviewed action plans, will be provided to the panel prior to the commencement of the hearing. The panel may:

- Take no further action
- Issue a formal warning (verbal, first written or final written)
- Recommend that the learner be excluded (either permanently or for a fixed term). Ratification for this must be sought from the Campus Principal or appropriate Deputy.

Only the Principal, appropriately deputised person or a member of ELT has the authority to exclude a learner. They should review the disciplinary evidence pack and verify the outcome of the panel before a final decision is confirmed.

In addition to the above outcomes, the panel may impose further sanctions or set targets for the learner, which could include:

- Being prevented from attending any College activity or parts of the College facilities
- Being asked to leave College premises at certain times
- Reporting to a member of staff on a regular basis
- Attending workshops/meetings
- Agreeing to a site safety plan
- Any other sanction/target that the panel deems necessary

The decision of the panel will be notified to the learner, their parents/carers (if under 18) and the Accommodation Officer (if a residential learner) within five working days of the hearing date.

If the outcome of the hearing is exclusion from college, a copy of the Appeal Procedure outlined in the Learner Behaviour and Intervention Policy will be provided to the learner. The Learner Services Targets and Disciplinary team is responsible for the administration of learner disciplinary panel meetings.

6.6 Investigation and Hearing Stage (The Academy Grimsby)

TEC Partnership does not tolerate behaviours that could harm oneself, other students, staff members, or property, and swift action is taken to address those exhibiting such behaviours.

Following an incident of behaviour, any staff member must inform targets and disciplinary where behaviours exhibited have met the threshold of potential for harm. These can include the following non-exhaustive list:

- Possession or use of illegal drugs
- Possession or use of alcohol
- Possession of a bladed weapon or an item designated as a weapon.
- Physical violence or aggressive behaviour toward staff, students, or the public.
- Persistent bullying, harassment or discrimination of another person with the potential to cause emotional harm or distress
- Stealing property belonging to students, staff, the college, or visitors.
- Criminal behaviour that affects the college's reputation or safety.
- Persistent misconduct that continues despite warnings, or actions that fundamentally violate college values.
- Illegal online activity, distributing offensive content, hacking, or misuse of college systems.
- Any other activity judged to be gross misconduct

6.6.1 Suspension

A request for suspension must be made by the staff member at the scene, or relevant manager, to the relevant Campus Principal or appropriate Deputy. The Campus Principal or appropriate Deputy should assess all available evidence and confirm the following:

- Test 1 - There is sufficient evidence to identify the individual(s) under scrutiny as involved, or to fairly ascertain more information, the individual(s) must be suspended.
- Test 2 - There is sufficient evidence to suggest the activity can be classified as gross misconduct following further investigation.

If test 1 is not satisfied, then no action can be taken currently.

If test 1 is satisfied and test 2 is not satisfied because the action falls short of gross misconduct but still represents serious or moderate misconduct, the information should be referred to the relevant manager for action to be taken. In some circumstances, suspension can be used to prevent escalation of the situation where the action falls short of gross misconduct, but there is a likelihood of escalation. If both test 1 and test 2 are satisfied, then a formal suspension and investigation should be enacted by contacting the Targets and Disciplinary team and following through with the suspension of the learner.

Any learner who is suspended will be asked to leave school premises immediately (or as soon as practically possible) and will not be allowed onto any college premises, including transport and any college-related activity, except when invited to a meeting as part of the investigation.

Any verbal suspension will be confirmed in writing to the learner, and the parent, carer or guardian. The letter must also be sent to Exclusions at the Local Authority on the same day.

The written notice of suspension will state:

- The allegations made against the learner
- That the learner will not be allowed on school premises until the case is resolved
- Where to access the Learner Behaviour and Intervention Policy

Any learner who is on suspension **WILL be allowed to sit planned exams**. Learners may be allowed to attend a planned event at the discretion of members of ELT; however, they must be supervised at all times whilst on college premises.

6.6.2 Investigation (The Academy Grimsby)

Following receipt of the referral, the Targets and Disciplinary Team will assign a member of the school leadership team as investigating officer.

The Investigating Officer will consider existing evidence for the case and take the required actions for them to reach a decision.

In some cases, this might mean organising a meeting with the relevant learner and any appropriate support teams.

The Investigating Officer will gather and review evidence surrounding the incident/concern and liaise with any relevant witnesses. Depending on the findings of the investigation and the severity of the incident, the Investigating Officer can:

- Lift the suspension with no further action (where the young person was not involved or the actions fell short of gross misconduct).
- Issue the learner with a verbal, first written or final written warning (where the actions fell short of gross misconduct).
- Exclusion – Ratification must be sought from The Academy Principal or an ELT member where The Principal has investigated.

Following Exclusion, the school must inform the local authority through the SA5. Work must be provided for 5 days by the school. Day 6 provision is picked up by the Local Authority.

6.6.3 Exclusion Appeal Panel Hearing (The Academy Grimsby)

A Disciplinary Appeal Hearing is held should a parent appeal the exclusion.

A Disciplinary Hearing will be chaired and facilitated in accordance with the Order of Hearing, which should be provided to the learner and the panel members prior to the hearing.

The case will be heard by a panel of three staff members, which will usually be chaired by a manager from curriculum or a suitable support manager.

A pastoral team member will act as an advocate for the learner. If the learner does not have an advocate or a parent/guardian/suitable representative, the hearing should be rearranged unless the learner has expressly stated that they wish to continue without an advocate; then, in agreement with the panel, the hearing may go ahead.

If the learner does not attend the meeting and does not give notice of a justifiable reason, it will be at the discretion of the chair to decide whether to proceed in the learner's absence or convene another meeting.

Prior to the hearing, any relevant evidence, including witness statements and any other relevant documentation, such as prior warnings and reviewed action plans, will be provided to the panel prior to the commencement of the hearing. The panel may:

- Reinstate the learner
- Reinstate the learner and recommend a different sanction

- Confirm the decision of exclusion

The decision of the panel will be notified to the learner, their parents/carers, within five working days of the hearing date.

If the outcome of the hearing is exclusion from college, a copy of the Appeal Procedure outlined in the Learner Behaviour and Intervention Policy will be provided to the learner. The Learner Services Targets and Disciplinaries team is responsible for the administration of learner disciplinary panel meetings.

7.0 Right of Appeal

If a learner believes that proper procedure was not followed or there is new evidence to present, they will have the right to appeal. Disagreeing with the decision made is not grounds for appeal. All appeals should be made in writing to the Targets and Disciplinaries team within ten working days of the decision. They will then direct the appeal to the appropriate person:

- Verbal Warnings – Manager in Curriculum
- First Written Warnings – The Campus Principal or the Deputy Campus Principal
- Final Written Warnings – The Campus Principal or the Deputy Campus Principal
- Exclusions – A member of the Executive Leadership Team

Any appeal made must clearly state the reasons for the appeal. Where an appeal is granted, the case will be reviewed, and a judgment will be made on whether to uphold the decision or rehear the case. Learners may be asked to attend a meeting as part of this review and will be entitled to be accompanied by a friend, relative or carer. The TEC Partnership will not allow a legal representative to attend.

The outcome of the appeal will be confirmed in writing to the learner within ten working days of the date the appeal was received. There is no appeal against the final decision.

Appendix I

Order of Hearing

- 1 Introductions
- 2 Chair outlines the format of the meeting, the roles of people involved, and possible outcomes.
- 3 The Success Coach is present to act as an advocate and ensure the learner is escorted to and from the meeting from reception.
- 4 Investigation findings are presented, and the learner confirms if they agree or not and if they have anything to add.
- 5 Learner and parents/carers are invited to add more information if they wish.
- 6 Panel members are invited to ask questions arising from the investigation findings and the panel pack.
- 7 Chair concludes the meeting and advises the learner and parent/carer/support worker, if present, that they will be contacted about the outcome as soon as possible.
- 8 The Chair and panel deliberate and reach a recommended outcome and suggested performance targets.
- 9 The Chair seeks ratification on behalf of the panel for exclusion decisions.
- 10 The Chair informs the learner and parent/carer/support worker, where appropriate and updates the Learner Services Administration team.
- 11 The Learner Services Administration team issues an email notification of the outcome to the learner and parent/carer/support worker, where appropriate. The Programme Leader and Success Coach log, and the Programme Leader logs and follows up Smart Targets and any other required outcomes (e.g. site safety plan).
- 12 The Learner Services Administration team ensure all documentation is complete in the disciplinary folder.

LS03 Learner Behaviour and Intervention Policy 2026



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