



Delegate
Learning
Behaviours
Expectations
Policy

Aims

Our Delegate Learning Behaviour Expectations Policy supports delegates at Key Performance Training in developing the positive behaviours and professional habits that lead to success both during their training and in their future careers.

It outlines the standards we uphold through our Code of Conduct and how we encourage and guide delegates to meet them.

Objectives

Key Performance Training is committed to creating a **safe, inclusive, and trauma-informed learning culture** that prepares delegates for success in further study, apprenticeships, employment, and adult life.

We achieve this by:

- Embedding our CARES values (Collaboration, Ambition, Respect, Excellence, Success).
- Recognising that past trauma and adversity can impact behaviour, learning, and relationships.
- Using restorative and supportive approaches to help delegates reflect, learn, and grow.
- Ensuring interventions are proportionate, transparent, and equitable, with individual circumstances considered.
- Encouraging delegates to take responsibility for their actions while feeling supported to make positive changes.

Our company-wide Trauma Informed Practice approach means:

- Promoting safety and belonging so delegates can engage confidently in learning.
- Staff seek to understand behaviour rather than solely manage it.
- We focus on relationships and connection as the foundation for learning.
- We actively avoid re-traumatisation by using respectful communication, predictable boundaries, and restorative conversations.
- We recognise Adverse Childhood Experiences (ACEs) and other trauma as significant factors in behaviour and wellbeing.
- Support delegates to develop positive behaviour and self-regulation skills in ways that are fair, proportionate, and collaborative.
- Work with delegates as partners in creating individualised plans for success.

General Statement of Policy

We are committed to fostering a safe, inclusive, and respectful learning environment.

Delegates are expected to uphold the values of integrity, responsibility, and mutual respect in all aspects of their academic and social life. This includes adhering to company expectations, rules, engaging in respectful communication, and contributing positively to the delegate community.

Any behaviour that negatively impacts the learning environment, compromises the safety or wellbeing of others, or breaches our expectations will be addressed through fair and transparent processes designed to support learning, accountability, and personal development.

Scope and Core Learner Expectations

This policy applies to all enrolled delegates at Key Performance Training, covering behaviour:

- On company premises
- Off company premises when representing the company or New College Swindon
- Online interactions related to the company or New College Swindon

Recognising and Rewarding Delegate Positive Behaviours

We are committed to recognising and rewarding delegates positive behaviours that reflect our company values; **Collaboration, Ambition, Respect, Excellence and Success.**

We do this by noticing and acknowledging delegates who, for example:

- Have good attendance
- Take part actively in lessons and enrichment
- Show kindness and support others
- Demonstrate leadership or teamwork
- Make positive choices and show personal growth

To celebrate, each tutor will recognise the positive behaviours through, for example:

- Verbal praise
- Recognition in Personal Development Session and in class
- Encouraged to take a leadership role within group activities
- Highlighted for further training pathways and training programmes

We are proud to celebrate the amazing things our delegates do every day.

Delegate Code of Conduct

Delegate Code of Conduct - delegates are expected to:

1. Attend and be punctual to all lessons, exams, and course activities.
2. Meet the target attendance and Punctuality of 100%
3. Be kind and respectful to peers, staff, and the wider community.
4. Avoid bullying, harassment, discrimination, or violence of any kind.
5. Not carry or use illegal drugs, equipment for drug use, weapons or alcohol or ask anyone else to do this.
6. Respect the company premises and those who use it.
7. Be thoughtful, choose kindness, be considerate and responsible; not bully, harass in person or online.
8. Notify the company if you are going to be absent by 08.30 on the morning of the day of absence.
9. Submit assignments and other course related tasks on time without plagiarising or inappropriately using AI tools
10. Ensure mobile devices are silent during lesson times
11. Not use headphones or other audio devices without approval from your tutor while in a class
12. Act responsibly for your own safety and the safety of others whilst on company premises, following the company Health and Safety Policy
13. Work collaboratively and engage with staff and peers to support your academic and personal progress
14. Use the designated outdoor smoking areas if you choose to smoke or vape whilst on company premises
15. Not leave litter around the company premises
16. Not to record or make an image of another person without their explicit consent
17. Not use inappropriate and unacceptable language
18. Uphold the company's values at all times, both on and off company premises
19. Be honest and truthful, providing false information or forged documents is not acceptable
20. Learners are expected to dress in a manner that is respectful of the learning environment

Principles of Behaviour Response

When behaviour falls below expectations, we will:

- Prioritise safety first for the delegate and others.
- Use de-escalation and restorative conversations to address harm and rebuild relationships.

- Work collaboratively with delegates to agree SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound).
- Recognise strengths and progress, not just challenges.
- Avoid purely punitive responses, instead focusing on learning and growth.
- Provide clear communication and predictable processes, reducing anxiety or confusion.

Support and Intervention Process

Decisions will always be:

- Evidence-based (not assumptions about intent).
- Proportionate (focused on behaviour, not the person).
- Supportive (paired with interventions to prevent recurrence).

Staff Responsibilities (Trauma-Informed Lens). All staff will aim to:

- Model CARES values (Collaboration, Ambition, Respect, Excellence, Success) and positive behaviour.
- Approach behaviour with curiosity, not judgment—asking “what has happened?” rather than “what is wrong?”
- Consider how past trauma, unmet needs, or neurodiversity may influence behaviour.
- Build trusting relationships that allow for healthy challenge.
- De-escalate situations calmly, avoiding shaming or punitive reactions.
- Refer concerns to safeguarding promptly if risk is present.
- Collaborate with colleagues to create wraparound support (wellbeing, ALS, safeguarding, pastoral teams).
- Use consistent restorative practices to rebuild safety and belonging after incidents.

Informal: Causes for Concern (CFC)

First CFC	Target-setting and restorative conversation logged by Business and Education Manager. Engagement with referral partners where appropriate.
Second CFC	Additional support or intervention considered (e.g., mentoring, wellbeing referral).
Third CFC	Clear warning that formal behaviour process may be triggered.

	Formal Procedure Stage 1	Reasons for Stage 1 (list not exhaustive)
Stage 1	For repeated concerns or minor breaches.	<ul style="list-style-type: none"> • Frequent absence • Low-level bullying and harassment. • Not adhering to health and safety regulations. • Continued non-submission of assignments. • Not following IT regulations. • Damage to the reputation of Key Performance Training through any bad behaviour on or off company premises, including online behaviour. • Has not demonstrated respect for others and/or not upholding company values. • Continued lack of effort in academic performance. • Purposeful intention not keeping to agreed classroom rules. • Disrespect to the company environment.

	Formal Procedure Stage 2	Reasons for Stage 2 (list not exhaustive)
Stage 2	For major breaches or ongoing challenges. May lead to suspension or withdrawal	<ul style="list-style-type: none"> • Serious bullying and harassment • Fighting / physical violence • Verbal abuse • An incident which may be a criminal offence • Cheating, copying or plagiarising in an assignment • Not adhering to health and safety regulations, causing risk of harm to themselves or others • Giving false documentation or forging documents • Intentionally setting off a fire alarm and/or extinguisher • Anti-social behaviour • Abusive on social media • Repeated unauthorised absences • Ongoing failure to complete work • Possession or suspected possession of prohibited items: knives or weapons; Items modified to cause harm; alcohol; illegal drugs; stolen items; fireworks; pornographic imagery or article that the member of staff reasonably suspects has been or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the delegate). <p>(A delegate may be immediately suspended or withdrawn as agreed with a Senior Leader and/or DSL Designated Safeguarding Lead (where appropriate))</p>

Senior Managers are responsible for ensuring:

- Staff receive ongoing training in trauma-informed and restorative practice.
- Behaviour responses are consistent across the company.
- Delegates' rights, dignity, and safety are upheld at every stage.

Collaboration with External Agencies

In rare cases of serious misconduct or illegal activity, we may work with police or external agencies. This will be managed sensitively, ensuring the delegate has access to support and advocacy throughout the process.

This policy aligns with:

- Equality Act 2010 (reasonable adjustments and anti-discrimination)
- GDPR (confidentiality and information sharing)
- Health and Safety Policy

Information will only be shared without consent when there is a risk of harm or legal obligation to do so.

Review

This Quality Assurance Policy will be reviewed annually.

Date of last review: February 2025

Next review due: February 2026