



# Learner Behaviour Policy 2019-20



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## 1. Purpose

This purpose of this policy is to set out the standards and expectations of behaviour of all learners and to support staff when challenged by unacceptable behaviours exhibited by individuals or groups of learners.

The policy outlines the expectations we have of our learners' behaviour and the associated consequences of failing to meet those expectations.

Geason recognises that disruptive behaviour can often be an indication of unmet social/emotional needs. Any formal response to a learner's behaviour will always consider any causal factors that are influencing those behaviours. In such cases, early intervention is essential to reduce the need for any subsequent exclusion. In this situation the student engagement team may consider a multi-agency assessment that goes beyond the learner's educational needs.

Geason understands that the first step to modelling good behaviour is leading by example. This means that all staff and visitors must act professionally, responsibly and with integrity. We work hard to ensure that discipline is consistent across Geason so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination, taking into account Special Educational Needs and Disabilities (SEND), as well as any additional challenges that some vulnerable learners may face.

## 2. Scope

The principles in this policy apply to all learners on all programmes across Geason.

## 3. Objectives

### Principles and Approach

Geason Training sets high expectations for the standards of behaviour for all our learners and apprentices. Shared values, fair and consistent application of rewards and sanctions, and excellent teaching and support are pivotal to promoting positive behaviour and raising achievement.

Geason Training is committed to ensuring that all our learning environments support learning and promotes the wellbeing of learners and staff through a strong sense of community cohesion. The role of Geason is to create a safe and secure environment for all learners so that they discover, or rediscover, their curiosity for learning and build their confidence. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe learning environment where learners feel included in every aspect of their learning experience and are comfortable to voice their opinions.

These expectations are encapsulated by the Geason '3 Rs'



Learners are expected to adhere to the '3 Rs' in the excellence hubs, within all learning environments and the workplace. All staff are expected to remind learners and define clear expectations throughout their programme.

Trainers are responsible for managing behaviour in the learning environments, but all Geason employees provide a supportive presence around the Geason premises and learning environments and will challenge any learners who do not use the environment, facilities, equipment and resources respectfully and behave appropriately.

## Geason 3 Rs

### Respect

Show Respect:

- » for knowledge and learning
- » for yourself, towards staff and other learners
- » for the opinions, feelings and abilities of other learners and staff
- » for the diversity of learners
- » for the Geason property and facilities
- » by discouraging bullying or harassment of others

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## Responsibility

Demonstrate passion, motivation and willingness for learning by:

- » making a positive contribution in technical sessions, practical sessions, 1-1 sessions and in the workplace
- » showing commitment to learning
- » displaying a 'Can do' attitude
- » meeting timeframes for completing work
- » engaging with your trainer throughout your programme
- » engaging with the Student Engagement Team to improve performance if required taking the lead in completing your work, projects and portfolio.
- » taking the lead in using SMART assessor to support your learning journey

## Readiness to Learn

Be a role model by:

- » preparing for learning
- » by meeting timeframes for completion of portfolio work
- » by effectively managing your time to meet your targets
- » by using SMART assessor throughout your learning journey
- » being motivated to learn
- » being proactive in 1-1 coaching and assessment sessions by discussing your progress, any concerns, setting realistic but challenging individual targets.
- » responding positively to feedback on how to improve the quality of work
- » taking responsibility for yourself and making the most of opportunities to improve English and maths skills.

## Misconduct

Misconduct means inappropriate and unacceptable behaviour which breaches the Purpose of this policy. Some examples of behaviours which are unacceptable to Geason are given below for guidance purposes.

These are examples and the list is not exhaustive. It is important to understand that even minor breaches of the code of conduct may be treated as serious misconduct if they are persistent or repeated.

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The following behaviour is regarded as completely unacceptable and will always result in stage three of the disciplinary procedure and possible exclusion

- » persistent verbal abuse to staff and others
- » persistent verbal abuse to learners
- » physical abuse to/attack on staff
- » physical abuse to/attack on learners
- » indecent behaviour
- » damage to property
- » misuse of illegal drugs
- » misuse of other substances
- » theft
- » serious actual or threatened violence against another learner or a member of staff
- » sexual abuse or assault
- » supplying an illegal drug
- » carrying an offensive weapon
- » arson
- » any action that brings Geason into disrepute, on-site or off-site
- » unacceptable behaviour which has previously been reported and for which Geason sanctions and other interventions have not been successful in modifying the student's behaviour
- » behaviour that falls under the PREVENT agenda

## Drugs

Geason Training will not tolerate drug use of any sort on Geason property or during off-site activities. Geason takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or is harmful. Learners may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs: carrying, supplying or taking prescription drugs illegitimately could result in a withdrawal from the programme.

## Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any learner involved in any alcohol-related activity may be withdrawal from the programme.

## 4. MONITORING AND REVIEWING

The policy will be monitored and reviewed annually by the Director Curriculum, Quality, People Transformation and Innovation.

The effectiveness of the policy will be measured through:

- » Analysis of stakeholder feedback
- » Module and course evaluations/reviews
- » Analysis of complaints and disciplinary trends