

UHL Apprenticeship and Development Centre Positive Behaviour Policy and Procedures

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July 2020	V2 Changing to Positive Behaviour Policy	01/07/2020	JG
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1. Rationale

- 1.1. University Hospitals of Leicester Development and Apprenticeship Centre (hereon in referred to as 'Centre') is committed to providing a fair, consistent and accessible service to all our learners and provide a safe working environment for staff to operate in. Our expectations are that learners will display positive behaviour in all aspects of their learning journey at all times. Positive behaviour will lead to a positive learning experience for all involved. On occasions learners may make unreasonable demands that could affect the service provided to learners, or communicate with us in a manner which causes offence to our staff. Where this occurs the Centre reserves the right to manage learner contact in an appropriate manner to protect staff and maintain the effectiveness of our service to all our learners. Appendices 6 and 7 show the process the Centre will follow for initial and subsequent breaches in behaviour. Appendix 1 shows a suggestion of actions for managers to follow.
- 1.2. Supporting an inclusive and safe learning environment is a key focus for the Centre. It is also important that we support the development of employability skills as part of the Apprenticeship Education Programme.
This policy exists to encourage:
- Development of employability skills
 - A calm, purposeful and positive atmosphere
 - Valuing the feelings, opinions, beliefs, property and differences of others
 - Learners to increase independence and accept responsibility for their own behaviour
 - Learners to co-operate with one another and staff. To help create a positive, stimulating learning environment.

2. Definitions

2.1. Positive behaviour

Actions that create a positive working environment and/or enable others to work more effectively through what we say or do. This includes:

- Listening
- Nurturing individuals' strengths
- Being proactive, motivating and supportive to fellow colleagues (staff and learners)
- Expressing appreciation and positivity verbally and non-verbally.

2.2. Unacceptable behaviour

Depending on the individual and particularly circumstances, unacceptable behaviour will differ. In line with the Institute of Leadership and Management (ILM) definition examples of unacceptable behaviour can be grouped under two broad headings;

- Aggressive, abusive or offensive language or behaviour
- General unreasonable behaviour.

Examples of unacceptable behaviour include, but are not limited to:

- Bullying (Bullying and Harassment Policy)
- Emotional, psychological or physical violence or abuse
- Occupational violence
- Coercion, harassment and/or discrimination
- Aggressive/abusive behaviour
- Unreasonable demands and undue persistence
- Disruptive behaviour in the learning environment
- Lateness

2.3. Aggressive, abusive or offensive language or behaviour

All staff and learners have the right not to be subjected to aggressive, abusive or offensive language or behaviour, regardless of the circumstances.

We are committed to creating a safe, calm and ordered environment that promotes a positive, respectful and inclusive culture. If Centre staff become aware of an altercation, incitement or infraction within our sites and/or our surrounding environment, it is vital that this is dealt at the point of first awareness to prevent any escalation, towards aggression and/or violence. If this is not possible or is missed, there may be times when physical altercations and violence occurs. If it does occur then it is important that Centre staff are prepared to intervene in an appropriate way in line with Trust policies that promotes the safety of all whilst putting no individuals, including the Centre staff member, at more risk.

Examples of aggressive, abusive or offensive language or behaviour may include:

- Swearing
- Rudeness
- Derogatory remarks
- Argumentative behaviour
- Inappropriate, cultural, racial, religious or sexual references
- Threats of physical violence.

2.4. Violent behaviour

Violence is not restricted to acts of aggression that may result in physical harm. It also includes behaviour or language that may cause staff, learners and anyone else in the vicinity to feel threatened, distressed or abused. We have a zero tolerance approach to violence and aggression.

2.5. General unreasonable behaviour

On occasion learners may make unreasonable demands through the amount of information they seek, scale of service they expect or the number of approaches they make. Learners may also behave in an inappropriate way within the learning environment.

Examples of general unreasonable behaviour may include:

- Demanding responses within an unreasonable time frame
- Repeatedly contacting a particular member of staff
- Persistent refusal to accept an instruction, decision or explanation
- Refusal to listen
- Talking over the Practitioner (Trainer) / Facilitator (Assessor) / fellow learner. Including not following e-classroom etiquette
- Refusal to participate in agreed activities
- Lateness without a valid reason (including lateness to virtual learning sessions and late handing in of work or late attendance to pre agreed meetings to support learning).

2.6. Non-verbal communication

Non-verbal communication refers to gestures, facial expressions, tone of voice, eye contact (or lack thereof), body language, posture, and other ways people can communicate without using spoken language. When participating in a meeting/e-learning, nonverbal communication is almost as important as verbal responses.

Some examples include:

- Maintaining regular eye contact:
Co-workers will often feel valued and appreciated if they know they're being heard. You can help them feel this way by showing eye contact while they're speaking
- Positive vocal tone:
Though the act of speaking is a part of verbal communication, the way you're speaking can be considered nonverbal communication. Maintaining a positive tone while talking with a co-worker can affect the energy of your whole conversation
- Strong presentation and appearance:
The way you present yourself can often express more than words
- Displaying engaging facial expressions:

As people communicate with you, they will often be looking directly at your face. Your face can communicate what you're feeling or thinking without using any words. Therefore smiling, nodding along and using your eyebrows as expression can help you best showcase a positive reaction when having a conversation.

3. Dealing with aggressive, abusive or offensive language or poor behaviour

3.1. Telephone calls

None of our staff have to tolerate unacceptable behaviour over the telephone. Where this occurs, staffs have the right to place the caller on hold or end the call. Before taking this action the caller should be warned that their behaviour is considered to be offensive and to allow them the opportunity to moderate their behaviour.

Where a call is terminated by a member of staff they must report this to the Centre Education Manager, who will log this on Appendix 2. The matter must also be reported to the individual in writing using the template in Appendix 3; and to the learner's line manager using the template in Appendix 4. A further breach will result in a second letter to the line manager and an invitation to discuss the issue with Centre staff, using the template in Appendix 5. Formal action will be taken for any abusive conversations towards staff or learners, incidents to be reported to the Centre Education Manager.

3.2. Emails or letters

As with telephone calls, none of our staff has to tolerate unacceptable behaviour communicated via e-mail or letter. Where there is a legitimate request for information contained within the communication irrespective of the language used, it is reasonable to provide the information in a timely manner. At the same time the learner will be warned that their conduct is considered to be offensive and will not be tolerated in the future. Where no legitimate information is being requested, staffs do not have to respond to an abusive e-mail or letter and this should be logged on Appendix 2. However it would be good practice to issue a warning that the conduct is considered to be offensive and will not be tolerated in the future (using the template in Appendix 3). The matter must also be reported to the individual's line manager using Appendix 4. A further breach will result in a second letter to the line manager and an invitation to discuss the issue with Centre staff, using the template in Appendix 5.

3.3. Face to face or virtual meetings

None of our staff have to tolerate unacceptable behaviour during face to face or virtual meetings with learners. Any learner using inappropriate language or behaviour should be warned that their behaviour is unacceptable and allowed to moderate their behaviour. If they do not modify their behaviour the meeting should be terminated. This should be logged in Appendix 2. The matter must also be reported to the individual using Appendix 3, and to the individual's line manager using Appendix 4. A further breach will result in a second letter to the line manager and an invitation to discuss the issue with Centre staff, using the template in Appendix 5.

3.4. Classroom (Physical and Virtual Classrooms)

None of our staff have to tolerate unacceptable behaviour in the classroom or virtual classroom environments. Any learner using inappropriate language or behaviour such as chatting, whispering, inappropriate giggling or inappropriate messaging (during virtual / physical learning); or actions that makes others around them feel uncomfortable should be warned that their behaviour is unacceptable and allowed to moderate their behaviour.

Learners should not attend late, leave early or wander in and out of classrooms without prior permission from the Practitioner; and nor should they disconnect camera links/switch cameras off in virtual classrooms without prior permission. Learners should be visible to the Practitioner at all times, where technology allows, supporting their engagement in the learning.

Virtual classroom learning should be approached with the same respect as a physical classroom environment. Unacceptable behaviour in a virtual classroom will not be tolerated. If learners do not modify their behaviour they should be asked to leave the classroom or be removed by the Practitioner from the classroom. This should be logged in Appendix 2. The matter must also be reported to the individual, using Appendix 3, and the learner's line manager using Appendix 4. A further breach will result in a second letter to the line manager and an invitation to discuss the issue with Centre staff, using the template in Appendix 5; this may lead to a formal investigation and a hearing to clarify your future learning.

4. Dealing with lateness

We understand that from time to time being late may be inevitable. However every effort should be made to attend in a timely manner for training and meetings, and hand in work or upload work on time.

- 4.1. Classroom and virtual classroom sessions start promptly at the scheduled time. Learners should arrive in a timely manner, ready to start the session at the advised

time. It should be noted that virtual sessions will not provide IT support and it is the responsibility of the learner to seek this out, and test it, prior to the session starting.

4.1.1. Learners who arrive late to the lesson, within 10% of the session length, e.g. 5 minutes late to a 50 minute session, are expected to:

- Physical classroom: find somewhere to sit quickly and quietly, causing minimal disruption to the group
- Virtual classroom: join in with the learning and make plans to catch up on missed learning. NB: If the session requires access to be granted to it the Practitioner will do this at the next available point.

In physical and virtual classrooms the Practitioner will note the time of your arrival and will continue the session as planned. Attendance and punctuality are audited by the Centre and can be inspected by external regulators.

4.1.2. If the learner arrives later than 10% of the session length the Practitioner will discuss at the next available breaking point the reasons for the delay and support the learner in accessing the learning in the most appropriate way. This may mean continuing with the session and catching up on missed learning in an alternative way or rebooking onto a future session and returning to the place of work. NB: For learners who are 18 and under a conversation to support safety and safeguarding will occur in all instances before a learner is asked to return to their workplace.

4.2. Learners who are late will have their time of arrival recorded and an explanation as to the reason for lateness sought. Lateness will be monitored by the administration staff and perpetual lateness should be logged in Appendix 2. The matter must also be reported to the individual at this stage, using Appendix 3, and the learner's line manager using Appendix 4. A further breach will result in a second letter to the line manager and an invitation to discuss the issue with Centre staff, using the template in Appendix 5. Formal action will always be taken for repeated unacceptable behaviour as we take a zero tolerance approach where mitigating circumstances for the delays are not present.

5. Appeals

Any learner wishing to discuss an appeal on the application of this policy should do so through the procedure highlighted in the Centre Appeal Policy.

Appendix 1

Process for Managing Unacceptable Behaviour

Stage	Action
First act of unacceptable behaviour including swearing/lateness/disruptive behaviour	Verbal warning
Second act of unacceptable behaviour including swearing/lateness/disruptive behaviour or first act of extreme unacceptable behaviour e.g. harassment/discrimination	Formal written warning/second written warning and asked to leave the session and report to Centre Education Manager
Third act of unacceptable behaviour or very severe unacceptable behaviour harassment/discrimination/physical violence or severe concerning behaviour/actions NB: If the behaviour is severe the Centre can progress immediately to this level of investigation	Formal hearing and investigation – can lead to ending the learning or final written warning Investigations to take place immediately with all involved

*Where the learners is 18 or under, ensure this is conducted safely to ensure safeguarding. The learner's managers should be informed before they are removed from the session and agreement on the place they go to from there confirmed.

All instances of unacceptable behaviour should be reported to the Centre Education Manager who will then decide what action to take moving forward.

Statements

Statements should be provided immediately from the learner and the Centre staff member when the incident occurred. This is important to record the behaviour and express our zero tolerance approach.

Young Learners

Provisions should be put in place before dismissing young learners from the classroom to ensure the learner is safeguarded, ensuring that their manager is aware they are to come back to work and the manager will check in on them that day.

Appendix 2

The Recording of Unacceptable Learner Behaviour via Telephone, e-Mail, Face to Face or in the Classroom Environment

Date of incident	Time of incident	Programme / Unit	Learner's name	Department	Site Learner Based	Issue	Action taken	Reported to	Date reported

Appendix 3

UH L Apprenticeship and Development Centre
Knighton Street Offices
Leicester Royal Infirmary
LE1 5WW

Tel: 0116 258 6112

[Insert date]

[Insert learner's name]

[Insert learner's area of work]

Dear [Insert name]

Re: Instance of unacceptable learner behaviour

I am writing to inform you that the below incident, whilst on the [add] apprenticeship education programme, is in breach of the UHL Apprenticeship and Development Centre policy for expected standards of behaviour.

Date	Issue	Action taken	Action required by Manager

A letter has also been sent to your line manager. At this point you are welcome to re-join your learning at the next session, however, should your behaviour not meet the required standards for the centre's programme going forward, a meeting will be set up with you, your line manager and Centre representative to discuss a way forward.

Yours sincerely

[Add name and title]

Appendix 4

UHL Apprenticeship and Development Centre
Knighton Street Offices
Leicester Royal Infirmary
LE1 5WW

Tel: 0116 258 6112

[Insert date]

[Insert line manager's name]

[Insert line manager's area of work]

Dear [Insert name]

Re: Instance of unacceptable learner behaviour

I am writing to inform you that the below incident has occurred with a member of your team, [Insert name], whilst on their [add] apprenticeship education programme.

This is in breach of the UHL Apprenticeship and Development Centre positive behaviour policy.

Please can you discuss the below situation with your employee and reinforce the behaviour required whilst on their training programme.

Date	Issue	Action taken	Action required by Manager

At this point [Insert name] is welcome to re-join their learning at the next session; however should their behaviour not meet the required standards going forward, a meeting will be set up with the learner, yourself and a Centre representative to discuss a way forward.

Yours sincerely

[Add name and title]

Appendix 5

UHL Apprenticeship and Development Centre
Knighton Street Offices
Leicester Royal Infirmary
LE1 5WW

Tel: 0116 258 6112

[Insert Date]

[Insert Line Manager's name]

[Insert Line Managers area of work]

Dear [Insert name]

Re: Management of unacceptable learner behaviour

I am writing to inform you of a second incident of unacceptable behaviour by a member of your team, [Insert name], whilst on their [add] apprenticeship education programme.

The below table shows the initial breach of behaviour previously raised:

Date	Issue	Mode (e.g. e-mail)	Action taken	Action required by Manager

The following table shows the further behavioural breach which has occurred:

Date	Issue	Mode (e.g. e-mail)	Action taken

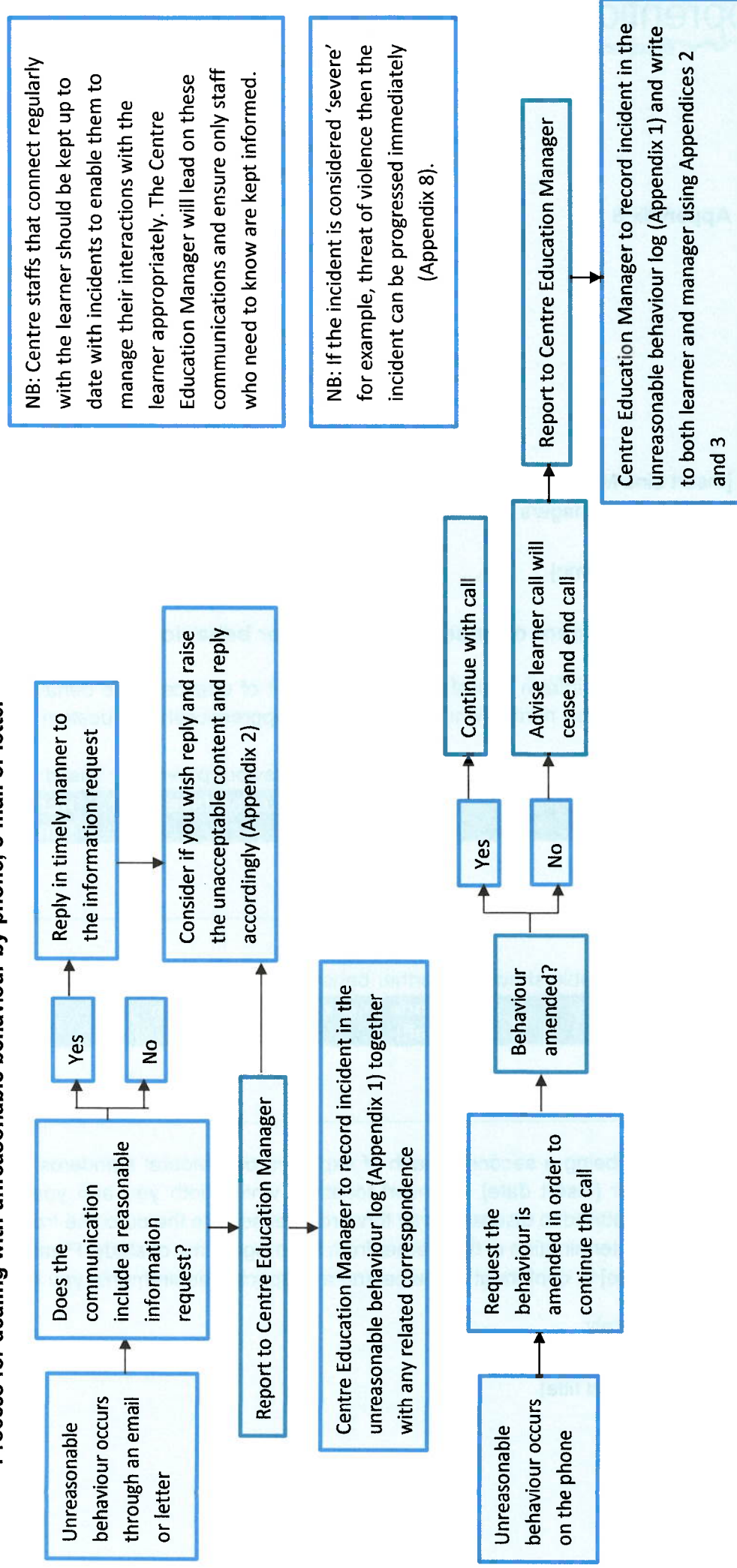
Due to this being a second breach of expected behavioural standards a meeting has been arranged for [insert date] at [Insert location] which both you and your team member are required to attend to discuss a way forward. Please note the outcome from this meeting could result in the termination of the learner from the programme of study. Please reply by [add date] to [add name] to confirm attendance and any special requirements you may have.

Yours sincerely

[Add name and title]

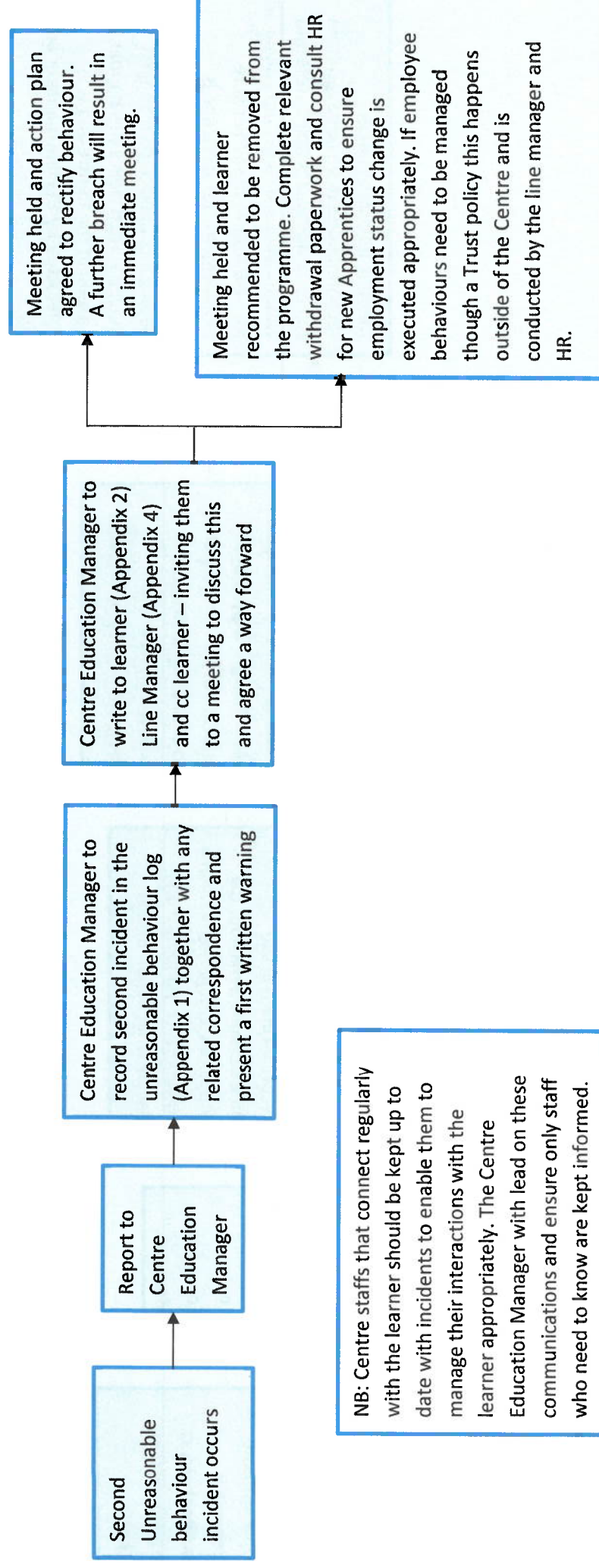
Appendix 6

Process for dealing with unreasonable behaviour by phone, e-mail or letter



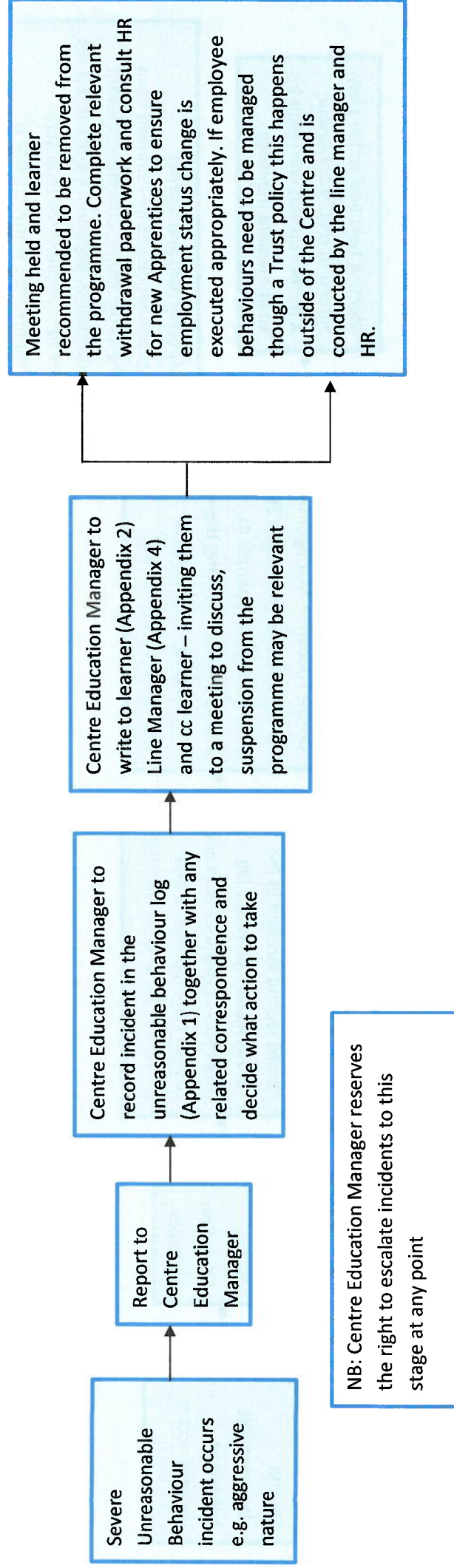
Appendix 7

Process for Dealing with 2nd and Subsequent Incidents of Unreasonable Behaviour



Appendix 8

Process for Dealing with Severe Incidents of Unacceptable Behaviour



Appendix 9

Examples of Classroom Ground Rules

- Listen to one another
- All contribute
- Help one another if things are missed
- Share with each other views/ opinions
- Comfortable environment (relaxed/ not judged)
- Respect each other
- Support each other
- Active listening
- Don't doubt each other
- Respect others opinion
- Bring idea together work as a team
- Help each other
- Do not switch cameras off in a virtual learning session
- Ask for help and support when you need it
- If you aren't sure what to do ask for clarity
- Eat and drink only during breaks to support developing employability skills
- Respectful
- Finish the task
- Adhere to instructions
- Tidy and organised
- Courteous
- Willing to help each other
- Mobile phones (off/ on silent)
- Hardworking/ dedication
- Teamwork (stuck, help each other succeed)
- Be on time and ready to start
- Come back from breaks on time
- No such thing as a silly question
- Confidentiality
- Empathy
- Clear communication
- Kindness (helping people/ nice person)
- Patience
- Have fun
- Caring
- Be well presented
- Supportive.

