


**UHL Apprenticeship and Development Centre  
Positive Behaviour Policy and Procedures**

|  |  |  |
|--|--|--|
| <b>Centre Lead</b>                                 | Judith George<br>Centre Education Manager - UHL Apprenticeship and Development Centre  |  |
| <b>Written By</b>                                  | Judith George<br>Centre Education Manager - UHL Apprenticeship and Development Centre  |  |
| <b>Checked and Approved by Board Director Lead</b> | Clare Teeney<br>Chief People Officer   | <i>Signature:</i><br> |
| <b>Consultation</b>                                | UHL Apprenticeship and Development Centre  |  |
| <b>Version</b>                                     | V3   | February 2026  |
| <b>Supersedes</b>                                  | V2   | September 2020   |
| <b>Date of Original Approval</b>                   | July 2018  |  |
| <b>Next review Planned</b>                         | February 2029  |  |
| <b>Supporting Document(s)</b>                      | <ul style="list-style-type: none"> <li>• Pearson Managing Unacceptable Behaviour Policy (V3.1 October 2025)</li> <li>• City and Guilds Managing Unacceptable Behaviour Policy (V4 January 2020)</li> <li>• Highfields Malpractice and Maladministration Policy (V4 August 2025)</li> </ul> |  |

## Contents

|                                |    |
|--------------------------------|----|
| 1. Rationale.....              | 3  |
| 2. Definitions.....            | 4  |
| 3. Dealing with Behaviour..... | 7  |
| 4. Dealing with lateness.....  | 10 |
| 5. Appeals.....                | 11 |
| Appendix 1.....                | 12 |
| Appendix 2.....                | 14 |
| Appendix 3.....                | 15 |
| Appendix 4.....                | 16 |
| Appendix 5.....                | 17 |
| Appendix 6.....                | 18 |
| Appendix 7.....                | 19 |
| Appendix 8.....                | 20 |
| Appendix 9.....                | 21 |
| Appendix 10.....               | 23 |

## Document Amendment and Review Log

|               |  |            |    |
|---------------|--|------------|----|
| July 2018     | V1 Live Version                          | 01/07/2018 | JG |
| July 2020     | V2 Changing to Positive Behaviour Policy | 01/07/2020 | JG |
| February 2023 | V2.1 Change of name                      | 10/02/2023 | JS |
| April 2024    | V2.2 Document branding updated           | 23/04/2024 | JS |
| February 2026 | V3 Triennial Update and refresh          | 01/02/2026 | JG |

## 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 apprentices/learners and provide a safe working environment for staff to operate in. Our expectations are that apprentices/learners will always display positive behaviour in all aspects of their learning journey. Positive behaviour will lead to a positive learning experience for all involved. On occasions apprentices/learners may make unreasonable demands that could affect the service provided to apprentices/learners or communicate with us in a manner which causes offence to our staff. Where this occurs, the Centre reserves the right to manage apprentice/learner contact in an appropriate manner to protect staff and maintain the effectiveness of our service to all our apprentices/learners.

1.2 Supporting an inclusive and safe learning environment is a key focus for the Centre. This includes modelling and reinforcing professional behaviours that prepare apprentices for safe and effective practice in the workplace in line with apprenticeship standards. It is also important that we support the development of employability skills as part of Apprenticeship Education Programmes.

This policy exists to encourage:

- Development of employability skills and professional behaviours
- A calm, purposeful and positive learning environment
- Valuing the feelings, opinions, beliefs, property and differences of others Increased independence and responsibility for behaviour from Apprentices/learners
- Apprentices/learners develop enhanced co-operation with one another and staff.
- To help create a positive, supportive, inclusive and stimulating learning environment.

1.3 This policy supports compliance with the Ofsted Education Inspection Framework (EIF) and Apprenticeship Accountability Framework (AAF) by promoting a culture of respect, professionalism, high expectations and employability. Positive behaviour is integral to ensuring an effective learning environment and preparing apprentices for safe and successful workplace practice.

1.4 Positive behaviour includes demonstrating and upholding the Fundamental British Values. Apprentices/Learners are expected to:

- Show respect for others and value different viewpoints.
- Act responsibly and follow the Centre and employer rules.
- Participate constructively in learning and democratic processes (feedback, reviews, group work).
- Exercise their rights and freedoms safely, including online.
- Contribute to a culture where discrimination, intolerance or extremism have no place.

All staff have a duty to challenge discriminatory, extremist or intolerant behaviour in line with the Prevent Duty and safeguarding procedures.

## 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 actively
- Nurturing individuals' strengths
- Being proactive, motivating and supportive to fellow colleagues (staff and apprentices/learners)
- Expressing appreciation and positivity verbally and non-verbally
- Upholding the Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance.

### 2.2. Unacceptable behaviour

Depending on the individual and particularly circumstances, unacceptable behaviour will differ. Examples of unacceptable behaviour can be grouped under broad headings of a) Aggressive, abusive or offensive language or behaviour and b) General unreasonable behaviour c) violent behaviour. All unacceptable behaviour should be recorded on appendix 2.

2.2.1 All staff and apprentices/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 occur. 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 a) Aggressive, Abusive or Offensive Behaviour include, but are not limited to:

- Swearing
- Rudeness
- Derogatory remarks
- Cultural, racial, religious or sexual comments and slurs
- Threats of violence
- Behaviour that contravenes the UHL values or British Values including intolerance, discrimination or extremist views.

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

Examples of b) General Unreasonable 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
- Excessive demands for information or responses
- Repeatedly contacting staff unreasonably
- Refusal to accept decisions or feedback
- Talking over others
- Non participation in required activities
- Lateness without valid reason
- Unreasonable demands and undue persistence

- Disruptive behaviour in the learning environment
- Lateness

#### 2.3.2.2.3 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, apprentices/learners and anyone else in the vicinity to feel threatened, distressed or abused. We have a zero-tolerance approach to violence and aggression.

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

#### 2.3 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.

Learners are expected to

- Maintaining appropriate eye contact
- Present with a professional and respectful manner
- Use positive facial expressions.

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 (e.g. avoid being distracted with phones, looking around).

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 (e.g. consider your posture, your personal presentation (e.g. clothes/hair/cleanliness) and quality of your work.

**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. (e.g. eye rolling, smirks, negative facial expressions should be avoided to support positive behaviour).

### **3. Dealing with Behaviour**

Behaviour in all environments must align with professional standards, safeguarding expectations and British Values

#### **3.1 Dealing with aggressive, abusive or offensive language or poor behaviour**

##### **3.1.1. Telephone calls**

Centre staff are not required to tolerate unacceptable behaviour over the telephone. Where this occurs,

- Staff may warn the caller and allow an opportunity to adjust the behaviour
- If behaviour continues staff have the right to place the caller on hold or end the call.
- 
- 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 apprentice/learner and their line manager will receive written notification of the incident (appendices 3 and 4)

- A further breach will result in a second letter to the line manager and an invitation to discuss the issue with Centre Education Manager, using the template in Appendix 5. Formal action will be taken for any abusive conversations towards staff or apprentices/learners.
- Incidents to be reported to the Centre Education Manager.

### 3.1.2 Emails or letters

As with telephone calls, staff are not expected 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.

- Staff are not obliged to respond to communications containing abusive content.
- The apprentice/learner and their line manager will receive written notification of the incident (appendices 3 and 4)
- A further breach will result in a second letter to the line manager and an invitation to discuss the issue with Centre Education Manager, using the template in Appendix 5. Formal action will be taken for any abusive conversations towards staff or apprentices/learners.
- Incidents to be reported to the Centre Education Manager.

### 3.1.3 Face to face or virtual meetings

..  
As with other behaviour issues, staff are not expected to tolerate unacceptable behaviour in meetings.

- Any apprentices/learners 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.
- The apprentice/learner and their line manager will receive written notification of the incident (appendices 3 and 4)
- A further breach will result in a second letter to the line manager and an invitation to discuss the issue with Centre Education Manager, using

the template in Appendix 5. Formal action will be taken for any abusive conversations towards staff or apprentices/learners.

- Incidents to be reported to the Centre Education Manager.

### 3.1.4 Classroom (Physical and Virtual Classrooms)

As with other behaviour issues, staff are not expected to tolerate unacceptable behaviour in teaching sessions (virtual or in person)..

Any apprentices/learners 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.

Apprentices/learners should not attend late, leave early or wander in and out of classrooms without prior permission from the Centre staff; and nor should they disconnect camera links/switch cameras off in virtual classrooms without prior permission. Apprentices/learners should be visible to the Centre Staff member 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.

Teaching Expectations include:

- ✓ No chatting, whispering or disruptive behaviour
- ✓ No inappropriate messaging
- ✓ No late entry or early departure without permission
- ✓ No switching off cameras in virtual sessions without agreement
  - Apprentices will be requested to modify their behaviour
  - If apprentices/learners do not modify their behaviour they should be asked to leave the teaching session
  - The apprentice/learner and their line manager will receive written notification of the incident (appendices 3 and 4)

- A further breach will result in a second letter to the line manager and an invitation to discuss the issue with Centre Education Manager, using the template in Appendix 5. Formal action will be taken for any abusive conversations towards staff or apprentices/learners.
- Incidents to be reported to the Centre Education Manager.

#### 4. Dealing with lateness

Lateness disrupts learning. Punctuality forms part of employability expectations and contributes to the Department for Educations assessment of behaviour and attitude of learners.

We understand however, that from time to time being late may be inevitable. Every effort should be made to attend in a timely manner for teaching sessions and meetings, and hand in work or upload work on time. You should provide updates on any known delays in advance. If this is not possible a reason should be provided in retrospect and plans put in place to catch up on the learning.

Classroom and virtual classroom sessions start promptly at the scheduled time. Apprentices/learners should arrive in a timely manner, prepared and 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 apprentice/learner to seek this out, and test it, prior to the session starting.

Apprentices/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 Centre staff will note the time of your arrival and will continue the session as planned. Attendance and punctuality are audited by the Centre and there are targets in place which all apprentices/learners should aim to achieve. These are inspected by external regulators.

If the apprentices/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 apprentices/earner 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 apprentices/learners who are 18 and under a conversation to support safety and safeguarding will occur in all instances before an apprentice/learner is asked to return to their workplace.

Apprentices/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 apprentices/learners 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 apprentice/learner wishing to discuss an appeal on the application of this policy should follow the Centre Appeal Policy. Appeals will be considered in line with principles of fairness, equality, and adherence to relevant regulatory requirements including EIF expectations and will follow the procedure highlighted in the Centre Appeals Policy.

## Appendix 1

### Process for Managing Unacceptable Behaviour

|   |  |
|---|--|
|   |  |
| 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<br><br>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 apprentice/learner 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.

All decisions must consider safeguarding where the apprentice is under 18, is vulnerable or has disclosed additional needs

### Statements

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

### **Young Apprentice/Learners**

Provisions should be put in place before dismissing young apprentices/learners from the classroom to ensure the apprentice/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 Apprentice/Learner Behaviour via Telephone, e-Mail, Face to Face or in the Classroom Environment**

This log will be reviewed regularly as part of Centre quality assurance processes and AAF reporting expectations

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

**Appendix 3**

Templates may be adapted to reflect safeguarding or support needs where appropriate

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

Templates may be adapted to reflect safeguarding or support needs where appropriate

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 apprentice/learner, yourself and a Centre representative to discuss a way forward.

Yours sincerely

[Add name and title]

## Appendix 5

Templates may be adapted to reflect safeguarding or support needs where appropriate

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 apprentice/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:

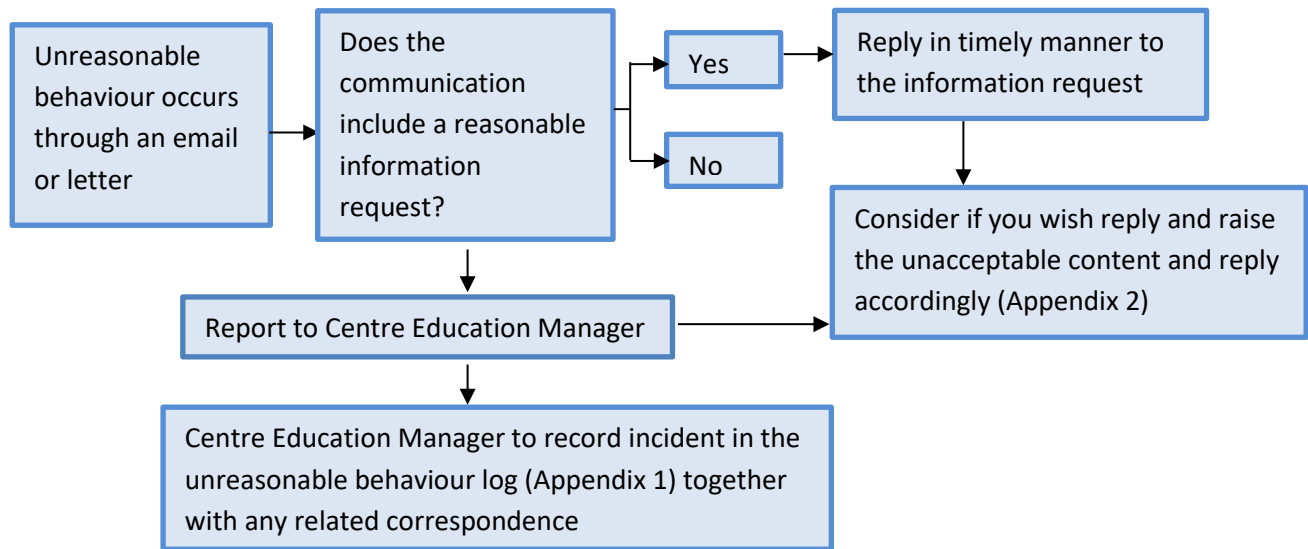
| Date | Issue | Mode (e.g. e-mail) | Action taken |
|------|-------|--------------------|--------------|
|      |       |                    |              |

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]

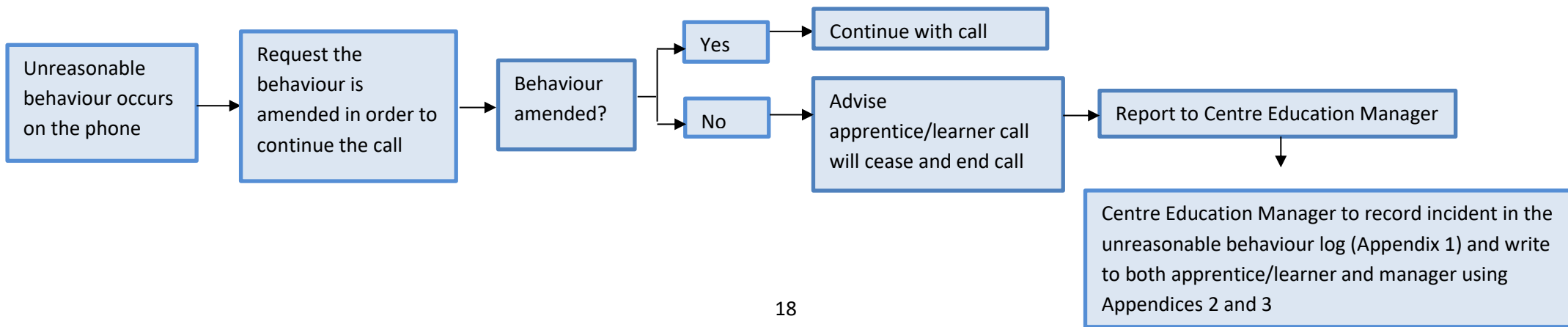
NB: All severe incidents must be reviewed with safeguarding considerations and escalated where risk is identified

**Appendix 6**  
**Process for dealing with unreasonable behaviour by phone, e-mail or letter**



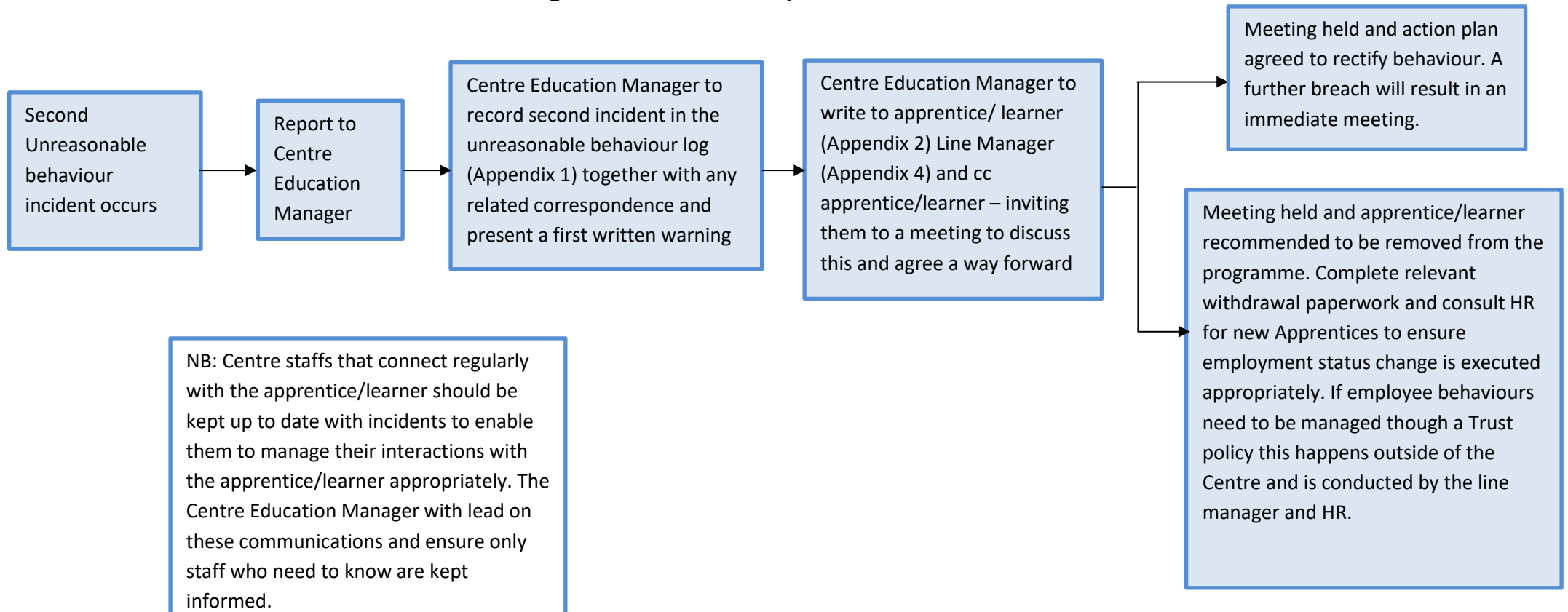
NB: Centre staffs that connect regularly with the apprentice/learner should be kept up to date with incidents to enable them to manage their interactions with the apprentice/learner appropriately. The Centre Education Manager will lead on these communications and ensure only staff who need to know are kept informed.

NB: If the incident is considered 'severe' for example, threat of violence then the incident can be progressed immediately (Appendix 8).



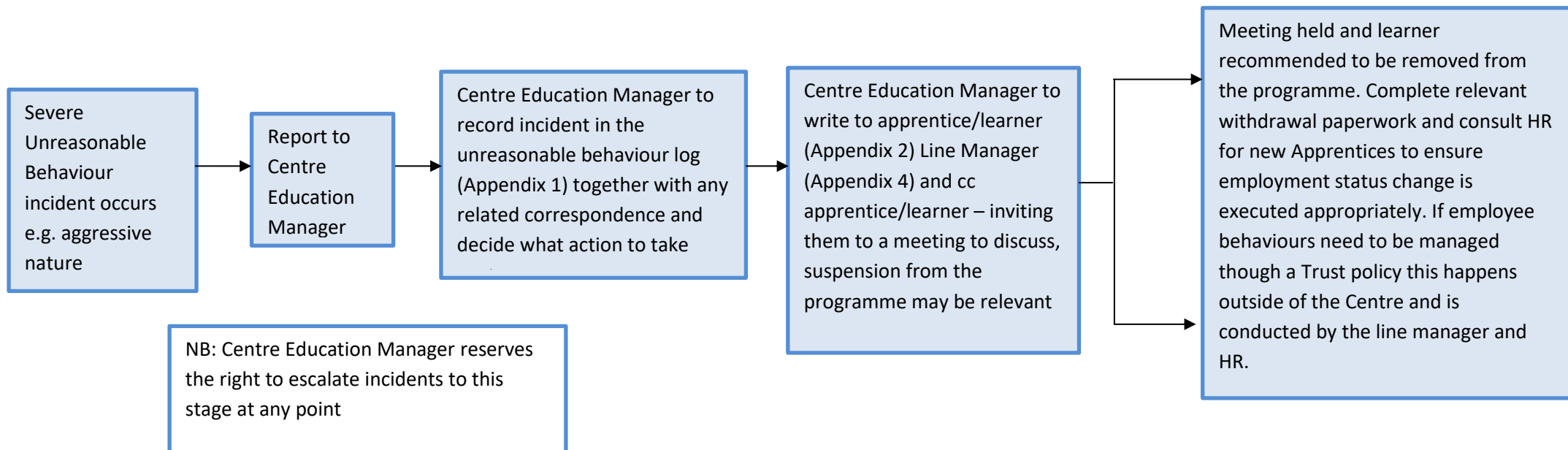
## Appendix 7

### Process for Dealing with 2<sup>nd</sup> and Subsequent Incidents of Unreasonable Behaviour



## Appendix 8

### Process for Dealing with Severe Incidents of Unacceptable Behaviour



## Appendix 9

### Example Classroom Ground rules/Behaviours Under the Four British Values

---

#### 1. Democracy

(Shared voice, participation, valuing opinions, fairness)

- Listen to one another
  - Active listening
  - All contribute; ensure we include each other
  - Share with each other views/opinions
  - Respect others' opinion
  - No such thing as a silly question
  - Bring ideas together, work as a team
  - Raise concerns in a timely manner
  - If you aren't sure what to do, ask for clarity
  - Ask for help and support when you need it
  - Comfortable environment (relaxed / not judged)
- 

#### 2. Rule of Law

(Following rules, expectations, safety, consistency)

- Learners must adhere to the Fundamental British Values throughout all learning activities
  - Do not switch cameras off in a virtual learning session without permission
  - Eat and drink only during breaks to support employability skills
  - Adhere to instructions
  - Mobile phones (off/on silent)
  - Be on time, prepared and ready to start
  - Come back from breaks on time
  - Finish the task
  - Confidentiality
  - Escalate any safeguarding or Prevent concerns in a timely manner
  - Tidy and organised
  - Be well presented
- 

#### 3. Individual Liberty

(Confidence, independence, freedom to express yourself safely)

- No such thing as a silly question
- Ask for help and support when you need it
- Empathy
- Clear communication; mindful of verbal and non-verbal communication
- Patience
- Have fun
- Kindness

- Caring
  - Comfortable environment (relaxed / not judged)
  - Advise staff if you are on call/bleep holder/have care responsibilities
- 

#### **4. Mutual Respect & Tolerance**

(Respect, appreciation of differences, positive relationships)

- Respect each other
- Respectful
- Support each other
- Teamwork (help each other succeed)
- Help one another if things are missed
- Help each other
- Don't doubt each other
- Share best practice
- Courteous
- Willing to help each other
- Caring
- Empathy
- Active listening
- Kindness

## Appendix 10 Example Classroom Handout to Support Behaviour

### Classroom (online and in person) Expectations Organised Under British Values

This handout outlines the behaviours and expectations that support a positive learning environment at the Apprenticeship and Development Centre. These align with the **Fundamental British Values** and contribute to your professional development.

---

#### 1. Democracy

Democracy is about having a voice, being heard and respecting the views of others.

**You can demonstrate this by:**

- Listening to one another
  - Practising active listening
  - Ensuring everyone can contribute
  - Sharing your views and opinions
  - Respecting others' opinions
  - Recognising there are no 'silly questions'
  - Working as a team and bringing ideas together
  - Raising concerns in a timely manner
  - Asking for help and support when needed
  - Helping create a relaxed, non-judgemental environment
- 

#### 2. Rule of Law

The rule of law ensures fairness, safety and consistency.

**You can demonstrate this by:**

- Adhering to the Fundamental British Values
  - Keeping cameras switched on unless permission is given
  - Eating and drinking only during breaks
  - Following instructions
  - Keeping mobile phones off or on silent
  - Being on time, prepared and ready to start
  - Returning from breaks promptly
  - Completing tasks set
  - Upholding confidentiality
  - Reporting safeguarding or Prevent concerns immediately
  - Staying tidy, organised and well presented
- 

#### 3. Individual Liberty

Individual liberty means making informed choices while respecting others.

**You can demonstrate this by:**

- Asking questions without fear of judgement
  - Requesting help or support when needed
  - Showing empathy
  - Communicating clearly (verbal and non-verbal)
  - Showing patience
  - Bringing positivity and having fun in learning
  - Being kind and caring
  - Letting staff know if you are on call, a bleep holder or have care responsibilities during sessions
- 

#### **4. Mutual Respect & Tolerance**

Respect and tolerance help everyone feel valued and included.

**You can demonstrate this by:**

- Showing respect to others
  - Being polite and courteous
  - Supporting classmates and helping each other succeed
  - Helping others catch up if something is missed
  - Sharing best practice
  - Being willing to help
  - Showing kindness and empathy
  - Encouraging and not doubting each other
  - Demonstrating teamwork and positivity
- 

#### **Why These Values Matter**

These behaviours help you to:

- Develop professional and employability skills
- Build strong working relationships
- Contribute to a safe, inclusive learning environment
- Prepare for workplace expectations
- Demonstrate professionalism as an apprentice or learner