



# Promoting Positive Behaviour Procedure

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| Responsibility for procedure | Vice Principal Learning and Student Experience |
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## 1. Procedure Statement

This procedure establishes a clear framework to support and promote positive behaviour at Forth Valley College, setting out the standards of conduct expected of all students. The College is committed to creating a safe, respectful, and inclusive learning environment where all students can engage fully, feel a sense of belonging, and achieve their academic potential.

All students and staff have a shared right to, and responsibility for, maintaining this environment. The Promoting Positive Behaviour procedure outlines expectations for behaviour, the processes for addressing conduct that falls below these standards, and clear interventions and support to enable students to re-engage positively.

The procedure is designed to encourage and reinforce positive behaviours, while ensuring that inappropriate conduct is addressed consistently, fairly, and proportionately, in line with the ethos of the Student Charter.

This procedure is underpinned by the College's core values: *We Inspire, We Act with Integrity, We are Inclusive and We are Respectful*.

## 2. Responsibility for the Implementation of this Procedure

Forth Valley College recognises that the majority of students conduct themselves in a respectful and responsible manner towards peers, staff, and visitors. Maintaining a safe, respectful, and inclusive learning environment is a shared responsibility across the College community.

All staff are responsible for promoting and modelling positive behaviour, and for intervening supportively and proportionately where appropriate to address behaviour that falls below expected standards. Staff should be familiar with this procedure and apply it consistently and fairly.

Where appropriate, staff should escalate incidents in line with the procedure to ensure timely and proportionate intervention.

## 3. Who is the Procedure Aimed at?

This procedure applies to all FVC students across campuses, modes of delivery, online learning, excursions, and placements.

Additional guidance in implementation of this procedure for specific student groups is included in Appendix.

- Appendix 1: School College Partnership Pupils and Exceptional Entries Guidance
- Appendix 2: Modern Apprentices and Employed Students Guidance

## 4. The Student Charter

The Student Charter (Appendix 3) outlines expected behaviours that support a positive college environment. All students should be introduced to the Charter during induction and at key points throughout the academic year. The Charter reflects College values and student partnership principles.

## 5. Key Principles and Context

Our college recognises the rights and responsibility of all students and staff to:

- Uphold the college's values: Inspire, Integrity, Inclusive, Respect
- Behave in a respectful manner to all other students, staff and college visitors.
- Respect college property and resources.
- Acknowledge that certain behaviours occurring out with the college may have consequences for student conduct, attendance and relationships in campus and may impact on the reputation of our college.

In applying this procedure, the College will take account of individual circumstances and, where appropriate, make reasonable adjustments to ensure that responses are fair, proportionate, and supportive of the student's ability to re-engage positively.

There will be occasions where behaviour will be contrary to the college values and need to be considered as a potential Misconduct or Gross Misconduct.

The College's preferred approach is to resolve concerns through early intervention, restorative conversations, and appropriate support wherever possible, recognising that positive behaviour is most effectively promoted through engagement, understanding, and clear expectations.

All students should be introduced to this Promoting Positive Behaviour Procedure during induction and at key points throughout the academic year.

## 6. Early Intervention and Staff Response

Where behaviour falls below the standards expected within the Student Charter, staff should respond promptly, appropriately, and proportionately to address concerns at the earliest opportunity.

In most instances, concerns should be managed through supportive and restorative approaches, with staff seeking to understand any underlying factors that may be contributing to the behaviour. This may include discussing the issue with the student, clarifying expectations, identifying any support needs, and agreeing appropriate actions to support positive future conduct.

In a learning environment, the staff member is responsible for applying appropriate classroom management strategies and interventions to address low-level disruption or concerns. Where behaviour continues, is repeated, or requires formal recording, a Conduct Form should be completed submitted via Triple S. When submitted a notification will be sent to the Curriculum Manager and Student.

Conduct Forms should be submitted following a conversation with the student and after reasonable attempts have been made to address the behaviour informally. In exceptional circumstances, it is recognised that it may not be possible for the staff member to speak with the student before submitting the form. The purpose of the Conduct Form is to record concerns, identify patterns of behaviour, and enable appropriate support and intervention where required.

Where an incident is considered Misconduct or Gross Misconduct, staff should refer the matter to the appropriate Curriculum Manager. In such circumstances, completion of a

Conduct Form alone may not be an appropriate or sufficient response, and an investigation may be required.

This procedure is intended to support positive behaviour through early intervention, restorative practice, and proportionate responses, while ensuring that more serious concerns are addressed consistently and appropriately.

\*If the behaviour occurs in a communal space, then the staff member should attempt to note the students name, id number or course and complete the Conduct Form and report to the Curriculum Manager. If the student refuses to provide the requested information, then report to line manager and source CCTV.

## **7. Definition of Misconduct**

Misconduct is defined as behaviour that disrupts learning, disrespects others, or breaches College expectations but which does not present a serious risk to safety, wellbeing, or the integrity of the learning environment.

It includes, but is not limited to:

- Repeated classroom disruption
- Repeated failure to engage with agreed attendance, punctuality or participation expectations, where supportive interventions have been unsuccessful.
- Use of inappropriate language or gestures
- Non-compliance with college rules (e.g. vaping, inappropriate phone use, parking guidance)
- Disrespect of college property or spaces
- Failure to follow staff instructions after informal reminders
- Inappropriate use of college systems
- Making knowingly false statements about staff or students, where the behaviour does not meet the threshold of gross misconduct
- Academic dishonesty (e.g. cheating, plagiarism)
- Creating, posting, sharing or distributing content, including via social media, messaging platforms, or other digital channels, that is disrespectful, offensive, inappropriate, or likely to have a detrimental impact on relationships within the College community. This includes content that causes, or is likely to cause, upset, distress, or reputational harm to students, staff, or the College, where the behaviour does not meet the threshold of Gross Misconduct.

## **8. Dealing with Misconduct**

The Curriculum Manager should:

- Address concerns directly and discreetly, using respectful and restorative dialogue.
- Listen to the student's perspective and seek to understand any underlying needs or issues.
- Record incidents using the Conduct Form via Triple S (which replaces the Unacceptable Behaviour Form).
- Consider any support needs or referrals, for example to guidance, wellbeing, or safeguarding teams.

- Where the student is an exceptional entrant or a School College Partnership pupil, share the Conduct Form with the school in line with Appendix 1.
- Where the student is a Modern Apprentice or Employed student, refer to Appendix 2 for additional guidance.
- Where appropriate, proceed to an escalated response as set out below.

## **9. Escalated Response by the Manager**

The Curriculum Manager will:

- Review evidence and previous interventions
- Inform relevant partners (e.g. School College Partnership Team, Support and Guidance Advisor, Employer, parents/carers where applicable)
- Determine the appropriate course of action, which may include:

Option 1: Develop a Supportive Behaviour Plan with review checkpoints

Option 2: Issue a Verbal or Written Warning valid for 3 months

Option 3: Refer to a Disciplinary Hearing if behaviour meets criteria for gross misconduct

Option 4: Take no further action

## **10. Supportive Behaviour Planning**

If Option 1 is followed, the Curriculum Manager will:

- Meet with the student to agree goals and support measures (school, SGA, employer, parents should be invited if relevant.)
- Identify adjustments, referrals, or services to assist the student
- Advise on the consequences of further breaches
- Confirm the plan in writing and record on Student Support System

## **11. Definition of Gross Misconduct**

Gross Misconduct refers to severe or harmful behaviour, including but not limited to:

- Violence, threats, or harassment
- Drug, alcohol or weapon possession/use on campus
- Being under the influence of illegal drugs
- Discrimination or hate-related behaviour or language.
- Vandalism or theft
- Conduct that places others at risk
- Behaviour that seriously brings the College into disrepute
- Breach of Student IT Acceptable Use Policy
- Breach of Health and Safety Policy
- Refusal to follow requests to stop any behaviours defined as "Misconduct".
- Conduct which constitutes a criminal offence, including discrimination, victimisation or harassment against any other member of the college community, where that conduct takes place on or within the boundaries of any college premises or outreach centres

- Knowingly false, malicious, or vexatious allegations against students, staff, or members of the public, where this causes or is likely to cause significant harm, distress, or reputational damage.
- Creating, posting or distributing content, including via social media, messaging platforms, or other digital channels, that is malicious, threatening, discriminatory, harassing, abusive, or defamatory in nature; incites hatred, violence, or unlawful activity; damages the reputation of the College; or causes significant harm, distress, intimidation, or fear to students, staff, or members of the public. This includes repeated online misconduct following previous intervention or formal warning.
- Repeated breaches following formal warnings

If a member of staff becomes aware of a FVC student being charged with a criminal offence (charged pending a potential conviction), steps may be taken to ensure that the student does not pose a risk to other FVC students, staff or visitors. This will include the Director undertaking an assessment (in consultation with Head of Inclusion and Student Services) to weigh the risk of the student continuing to attend FVC against the duty of care FVC has to all its students, staff and visitors. The Director should inform the Vice Principal Learning and Student Experience of their decision to secure their agreement. Following agreement, the student should be informed of this decision and that, in these circumstances, it is not possible to progress with this student disciplinary policy so all timescales and processes are suspended until such time as the outcome of the external charge is known.

If the student has charges dropped/or the case concludes without a conviction, the College will expend best efforts to either a) enable to student to complete their course in the current academic year or b) if too much time has passed, will treat an application for study on the same or similar course favourably.

## 12. Dealing with Gross Misconduct

The staff member must refer the incident to the Curriculum Manager, who will:

- If deemed necessary, issue a written notice of suspension (max 2 weeks)
- Notify Student Records and relevant staff
- Inform parents/carers, schools, or employers as required
- Undertake an investigation, to be completed within 10 days of incident.
- Engage the Safeguarding Team if necessary
- Record the case for monitoring and evaluation

In cases where the alleged misconduct is considered sufficiently serious, the student may be suspended. Wherever possible, this will be communicated to the student verbally (face-to-face or via telephone) in the first instance, followed by written confirmation (Appendix 5). Student should be assured that suspension is:

- a neutral precautionary measure
- not a disciplinary sanction in itself
- used only where necessary for safety, integrity of investigation, or mitigation of risk

Any decision to suspend should be authorised by a Director of Curriculum and kept under regular review. The reasons for suspension should be recorded and communicated clearly to the student, together with arrangements for learning continuity and support during the period of suspension, where appropriate.

If the student is a Modern Apprentice, School Pupils or Exceptional Entry, the manager should consult the additional guidance in Appendix 1 & 2.

### **13. Investigation Process**

Where an allegation of misconduct arises that requires formal investigation, the Curriculum Manager will normally undertake an investigation to establish the facts, understand the circumstances, and gather all relevant information. The investigation will be conducted in a fair, supportive, and impartial manner to inform any subsequent decisions. Where appropriate, an alternative manager may be appointed to undertake the investigation.

This will normally include gathering relevant information from staff and students involved and reviewing any available evidence to establish a factual account of the incident and contributing factors. Previous Conduct Forms, Supportive Behaviour Plans, attendance and engagement records, witness statements, CCTV and other relevant evidence may be considered as part of the investigation. The investigation process should be completed within **10 working days**, where reasonably practicable. When meeting with a student as part of the investigation process, the appropriate manager should consider whether the student wishes to be accompanied.

Following the investigation process, the Curriculum Manager will determine whether:

- no further action is required;
- the matter can be addressed through informal or supportive intervention; or
- Issue a Verbal or Written Warning valid for up to 3 months
- Recommend to proceed to Disciplinary Hearing

Where the investigation has been undertaken by a manager other than the Curriculum Manager, the Investigating Manager will provide a summary of findings and a recommendation regarding next steps. The Curriculum Manager will consider the recommendation and determine the appropriate outcome.

Decisions under this procedure will be made on the balance of probabilities. This means that the decision-maker will determine, based on the available information, whether it is more likely than not that the behaviour occurred.

Where a decision is made to proceed to a Disciplinary Hearing, this will be communicated to the student in writing (Appendix 4), outlining the nature of the concern and the next steps in the process. Students should be given 5 working days' notice of the disciplinary hearing.

A Director of Curriculum/Operations Manager/Appropriate Manager (not Investigation Manager) will be appointed to Chair the Disciplinary Hearing. The Chair must not be the Investigating Manager or any person directly involved in the incident being considered.

All actions taken under this procedure will be proportionate, consistent, and appropriately recorded on SharePoint and Triple S.

## **14. Arranging a Disciplinary Hearing**

The Chair will:

- Contact the student and notify them of the hearing date/time/campus, giving a minimum of 5 working days' notice.
- Outline the purpose of the hearing, what to expect, and the allegations being considered.
- Include supporting documentation and witness statements
- Advise of the right to be accompanied for support or representation and to call witnesses
- Share all documentation with relevant partners or support contacts
- Offer the student an opportunity to meet with a member of staff in advance to talk through the process and ask questions
- Ask the student if they require any adjustments or support to participate fully (e.g. additional time, a quieter space, online attendance)."

If the student is under 16 or is considered a Protected Adult, the legal parent or guardian must also be copied into to all formal correspondence and invited to attend the discussions. Where a pupil is on a SCP programme the guidance included in Appendix 1 should be adhered to.

Where the student is a Modern Apprentice, the guidance in Appendix 2 should be consulted.

The student should confirm attendance and representation prior to the hearing date.

## **15. Conducting the Disciplinary Hearing**

The hearing will be conducted in a supportive and respectful manner. The purpose of the hearing is to understand the situation, consider the impact of the behaviour, and identify an appropriate outcome.

The panel will include:

- The Chair (Director of Curriculum/Operations Manager/Appropriate Manager)
- An independent member of staff (manager or senior)
- School/employer/guardian representatives may also be invited (if applicable)

The Chair should begin the meeting by introducing those present and clarifying their roles. They should then explain the disciplinary hearing process and outline the allegations and key information to be considered.

The Investigating Manager should attend and present the findings of the investigation. The student will have the opportunity to ask questions or provide additional information.

The student will be given appropriate time and support to share their perspective without interruption. The student may question evidence and provide appropriate information and mitigation (if applicable).

The Chair will have the opportunity to ask questions and seek clarification from the Investigating Manager and/or the student.

The student may request a short break at any point during the hearing.

The Chair should also invite questions from the senior independent member of staff.

Before bringing the hearing to a close, the Chair should confirm that all parties have had the opportunity to ask their questions.

## **16. Communicating the Decision**

The outcome of the hearing will normally be confirmed in writing within 5 working days. The communication will explain the decision clearly, the reasons for it, and any next steps or support available to the student.

Outcomes may include:

- No further action
- A verbal or written warning, normally recorded for 3 or 6 months
- A temporary exclusion of up to 12 months
- An academic misconduct outcome, for example a failed unit, where this is relevant

Where an exclusion is applied, the communication should also set out any arrangements for support, review, and the steps required before a return to college can be considered.

A return following exclusion will normally require Director-level approval, taking account of the circumstances of the case, the safety and wellbeing of those involved, and the student's readiness to re-engage positively.

## **17. Appeals Process**

The student has the right to request a review of the outcome by submitting an appeal in writing to the Vice Principal Learning and Student Experience within 10 working days of receiving the decision.

The appeal should clearly explain the reason for the request. Grounds for appeal may include:

- The findings are disputed
- The outcome is considered disproportionate
- There was a procedural error which may have affected the decision

Students should be offered clear information about how to submit an appeal and who they can contact for support with the process.

## **18. Discipline Appeals Panel**

Following receipt of an appeal, the Vice Principal will take steps to ensure that the review is arranged fairly, promptly and in a way that supports the student to participate fully.

This will normally include:

- Convening the Appeals Panel within 10 working days
- Providing the student with written confirmation of the date, time and arrangements, together with any relevant documentation

- Seeking any additional evidence or witness information, where this is required to support a fair and informed review

The Appeals Panel will review the original decision carefully and impartially, taking account of the information previously considered and any new information provided through the appeal.

Following the review, the panel may:

- Uphold the original decision
- Modify the outcome
- Overturn the original decision

The outcome of the appeal will normally be confirmed in writing within 5 working days. The written outcome should explain the decision clearly and set out any next steps. The appeal decision is final.

## **19. Equality and Safeguarding**

All action taken under this procedure must be fair, proportionate, and informed by the individual circumstances of the student. This includes consideration of any disability, additional support needs, mental health or wellbeing concerns, care experience, communication needs, language needs, or other factors that may affect how the student is able to participate in the process. Reasonable adjustments should be considered at each stage.

Where there are safeguarding, wellbeing, or protection concerns, staff must also consider whether referral under relevant safeguarding, inclusion, wellbeing, or protection procedures is required.

Information should be shared in line with data protection, confidentiality, and safeguarding requirements.

The College will monitor the application of this procedure to support fairness, consistency, and the identification of any disproportionate impact on particular groups of students.

All procedures will be applied fairly, with reasonable adjustments made as required. Any potential concerns should be communicated to the Head of Inclusion and Student Services and will be addressed via the relevant policy.

## **20. Associated Documents**

- Student Charter (Appendix 3)
- Conduct Referral Form: For Info Only (Appendix 4)
- Notification of Written Warning (Appendix 5)
- Notification of Suspension (Appendix 6)
- Disciplinary Hearing Notification (Appendix 7)
- Decision of Disciplinary Hearing (Appendix 8)
- Decision of Appeals Hearing (Appendix 9)

### **Appendix 1: School Pupils**

## Appendix 1: Guidance for School College Partnership Pupils and Exceptional Entrants

### Purpose

This appendix provides additional guidance on the application of the Promoting Positive Behaviour Procedure for School College Partnership (SCP) pupils and Exceptional Entrants. The College recognises that these learners may require additional partnership working between the College, school, parents/carers, and other support services to ensure that concerns are addressed appropriately and proportionately.

The principles of early intervention, restorative practice, and supportive engagement outlined within this procedure apply equally to School College Partnership pupils and Exceptional Entrants.

### Key Principles

When responding to concerns involving School College Partnership pupils or Exceptional Entrants, staff should:

- Recognise that learners may be subject to both school and college expectations and procedures.
- Work collaboratively with schools, parents/carers, and support agencies where appropriate.
- Seek to understand any underlying factors contributing to behaviour, including additional support needs, wellbeing concerns, attendance issues, or personal circumstances.
- Apply interventions that are proportionate to the behaviour and focused on supporting positive engagement and successful participation.
- Ensure that communication is timely, professional, and appropriately recorded.

### Conduct Forms

Where a Conduct Form is submitted relating to a School College Partnership pupil or Exceptional Entrant:

- The Conduct Form should be reviewed by the appropriate Curriculum Manager.
- School College Partnership pupils – where a Conduct Form is submitted for a School College Partnership pupil, the SCP team will receive a notification and a notification will be visible on the portal. The SCP team will then liaise with the Curriculum Manager and the school on behalf of the College.
- Exceptional Entrants – the Curriculum Manager should liaise directly with the school and, where appropriate, parents/carers.
- Patterns of behaviour should be monitored to identify any emerging concerns requiring additional support or intervention.
- Consideration should be given to any existing support plans or information previously provided by the school.

### Early Intervention and Support

Where concerns arise, the preferred approach is early intervention and supportive engagement.

This may include:

- Restorative conversations with the learner.
- Joint meetings involving College staff and school representatives.
- Review of attendance, engagement, and progress information.

- Additional guidance or wellbeing support.
- Adjustments to learning arrangements where appropriate.
- Development of a Supportive Behaviour Plan. This should be completed collectively by the Curriculum Manager, School College Partnership, School Colleague and pupil.

Where a Supportive Behaviour Plan is implemented, schools and parents/carers should normally be invited to contribute to the planning and review process.

### Escalated Concerns

Where behaviour continues despite intervention, or where the behaviour meets the definition of Misconduct or Gross Misconduct, the appropriate manager should ensure that:

- The SCP team are notified and they will inform relevant school staff at the earliest opportunity.
- Parents/carers are involved where appropriate.
- Any safeguarding concerns are referred in accordance with College procedures.
- The impact of any proposed action on the learner's educational progression is considered.

### Gross Misconduct

In cases of alleged Gross Misconduct:

- The school should be informed immediately.
- Parents/carers should be informed where appropriate.
- Consideration should be given to whether temporary suspension from College activities is necessary pending investigation.
- The College should work collaboratively with the school to minimise disruption to the learner's education while ensuring the safety and wellbeing of others.

### Disciplinary Hearings

Where a disciplinary hearing is required:

- School College Partnership pupils – communication should normally be coordinated through the School College Partnership Team.
- Exceptional Entrants – communication should normally be coordinated by the Curriculum Manager.
- The school and parents/carers may be invited to attend and contribute to discussions where appropriate.
- Consideration may be given to holding meetings within a school setting where this is judged to be in the learner's best interests.

### Partnership Working

The College is committed to working collaboratively with schools, parents/carers, and support agencies to promote positive behaviour, support learner success, and ensure that interventions are fair, proportionate, and focused on enabling learners to remain engaged in education wherever possible.

## Appendix 2: Guidance for Modern Apprentices and Employed Students

## Purpose

This appendix provides additional guidance on the application of the Promoting Positive Behaviour Procedure for Modern Apprentices and other employed students undertaking learning through Forth Valley College.

Modern Apprentices are expected to demonstrate professional standards of conduct appropriate to both educational and workplace environments, including during off site activity, employer placements, digital communication, and representation of the College or employer.

The College recognises that Modern Apprentices are both learners and employees. As such, behaviour concerns may have implications for both their learning programme and their employment. The College will work collaboratively with employers to promote positive behaviour, support learner success, and ensure that concerns are addressed fairly, proportionately, and at the earliest opportunity.

## Key Principles

When responding to concerns involving Modern Apprentices and employed students, staff should:

- Recognise the shared responsibilities of the College, employer and apprentice.
- Seek to address concerns through early intervention, restorative conversations, and supportive engagement wherever possible.
- Maintain effective communication with employers where behaviour may impact attendance, learning, workplace performance, professional standards, or health and safety.
- Consider the potential impact of any intervention on both the learner's educational progress and employment.
- Ensure that actions taken are proportionate, consistent, and appropriately recorded.

Information shared between the College and employer should be relevant, proportionate, and in accordance with data protection, confidentiality, and safeguarding requirements. Learners should normally be informed where information is being shared unless there is a safeguarding, legal, or health and safety reason not to do so.

## Conduct Forms and Low-Level Concerns

Where a Conduct Form is submitted relating to a Modern Apprentice or employed student:

- The Conduct Form should be reviewed by the appropriate Curriculum Manager.
- The Apprenticeship Officer should be notified of all Conduct Forms and low-level behavioural concerns.
- The Apprenticeship Officer should work with College staff, the apprentice, and the employer to identify any underlying issues and appropriate support measures.
- Where appropriate, the employer should be informed of concerns at an early stage to support a coordinated approach.
- Patterns of behaviour should be monitored to identify emerging concerns requiring further intervention.

Low level concerns may include repeated lateness, poor engagement, inappropriate language, failure to follow instructions, low level disruptive behaviour, or concerns relating to professionalism and conduct.

### Early Intervention and Support

The preferred approach is to resolve concerns through early intervention and supportive engagement.

This may include:

- Restorative conversations with the apprentice.
- Joint discussions involving the apprentice, Apprenticeship Officer, employer, and College staff.
- Review of attendance, engagement, progress, and workplace feedback.
- Referral to appropriate support services where required.
- Development of a Supportive Behaviour Plan.

Employers should normally be involved in the development and review of any Supportive Behaviour Plan where the behaviour may impact the apprentice's employment or workplace performance.

### Escalated Concerns and Misconduct

Where behaviour continues despite intervention, or where the behaviour meets the definition of Misconduct, the Curriculum Manager should liaise with the Apprenticeship Officer to determine appropriate next steps.

The Apprenticeship Officer should ensure that:

- The employer is informed where appropriate.
- Relevant workplace information is considered as part of any review.
- Support measures are coordinated between the College and employer.
- Any agreed actions are communicated clearly to all parties.

### Gross Misconduct

Any allegation of Gross Misconduct involving a Modern Apprentice or employed student must be referred immediately to the Head of Apprenticeships.

The Head of Apprenticeships will:

- Ensure that the employer is informed at the earliest opportunity.
- Liaise with the employer regarding any employment-related implications.
- Determine whether suspension from College activities is necessary pending investigation.
- Coordinate communication between the College, employer, apprentice, and other relevant parties.
- Ensure that any investigation is undertaken in accordance with this procedure.

Where the alleged Gross Misconduct may also constitute a breach of workplace policies, professional standards, or health and safety requirements, the employer may undertake separate action under its own policies and procedures.

### Disciplinary Hearings

Where a disciplinary hearing is required:

- The Head of Apprenticeships should be informed and involved in the process.
- The employer may be invited to provide information relevant to the hearing.
- The employer may attend the hearing where appropriate.
- The outcome of the hearing should be communicated to the employer where relevant to the apprentice's employment or training programme.

Modern Apprentices retain the same rights of representation, procedural fairness, and appeal as outlined within the main Promoting Positive Behaviour Procedure. Please refer to Section 17 of the main document.

### Partnership Working

The College is committed to working collaboratively with employers to support apprentices in achieving positive outcomes. Wherever possible, interventions should focus on supporting apprentices to remain engaged in both learning and employment while maintaining appropriate standards of behaviour, professionalism, and workplace conduct.

The College retains responsibility for decisions relating to a learner's educational participation, conduct within College activities, and continuation on programme. Employers remain responsible for employment matters and any action taken under their own organisational policies and procedures.