

Learner Conduct, Behaviour and Anti-Bullying Policy

Adult Skills Bootcamps and funded training provision

Policy field	Current position
Provider	Quack Recruitment & Training Ltd
Applies to	Adult learners aged 19+ on Skills Bootcamps and other Quack-funded training, including classroom, remote, blended, employer-linked and progression activity.
Policy owner	Jessica Roughton - Quality & Compliance Lead / Designated Safeguarding Lead
Operational lead	Aaron Jones - Lead Tutor / Deputy Designated Safeguarding Lead
Senior accountable lead	Dion Bishop - Managing Director
Related records	Learner induction/handbook acknowledgement, registers, ILPs/reviews, learner support plans, conduct concern log, safeguarding records, complaints, investigation notes, action plans, outcome letters and PICS/ILR status records where relevant.
Review	August 2027, or earlier following material legal, safeguarding, inspection, funder, awarding-organisation or organisational change.
Policy intent Quack expects adult learners to behave professionally, safely and respectfully. The purpose of this policy is not to create a school-style punishment system. It provides a proportionate adult-learning framework for setting expectations, challenging harmful or disruptive behaviour, supporting learners where barriers contribute to conduct, protecting others from bullying or harassment, and taking decisive action where safety, dignity, assessment integrity or the learning environment is at risk.	

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1. Purpose and Policy Intent

This policy establishes the behaviour and conduct standards expected of learners throughout their relationship with Quack Recruitment & Training Ltd. It supports a learning environment in which adults can participate, ask questions, disagree respectfully, make mistakes, receive support and progress without being subjected to intimidation, bullying, harassment, discrimination or avoidable disruption.

Quack will respond to conduct proportionately. Minor issues should normally be addressed early and constructively. Repeated, serious or high-risk behaviour may require formal action, temporary removal from an activity, suspension while facts are established, or permanent withdrawal from provision. Safeguarding, equality, disability and learner-support considerations are built into decision-making but do not require Quack to tolerate behaviour that places people at risk.

2. Scope and Application

Area	Application
People covered	All enrolled learners and applicants participating in induction, assessment, taster or selection activity. Expectations also apply during post-programme progression support where the person continues to engage with Quack.
Locations	Quack premises, hired training venues, employer sites, examination settings, practical areas, job fairs, interviews, external visits and other Quack-arranged activity.
Digital environments	Microsoft Teams, email, learning platforms, online assessments, group chats or other digital channels used for Quack learning or learner communication.
People protected	Other learners, staff, contractors, employers, visitors, venue personnel, applicants and members of the public affected by Quack-arranged activity.
Out-of-hours conduct	Private conduct is normally outside scope unless it has a clear connection to Quack, creates a safeguarding/safety risk, targets a learner or member of staff because of the learning relationship, or materially affects Quack provision.
Staff conduct	Concerns about staff behaviour are managed under the Staff Code of Conduct, Safeguarding, Complaints, Whistleblowing or HR procedures as appropriate; learners are not expected to investigate staff themselves.

3. Legal, Safeguarding, Funding and Inspection Context

Framework / requirement	Application to Quack
Equality Act 2010	Quack must not unlawfully discriminate, harass or victimise learners and must make reasonable adjustments for disabled learners where required. Conduct decisions must distinguish legitimate behaviour management from unlawful discrimination.
Care Act 2014 and adult safeguarding	Conduct may be a symptom, indicator or mechanism of abuse, exploitation, coercion or vulnerability. Safeguarding concerns are escalated to the DSL and are not delayed by a conduct process.
Counter-Terrorism and Security Act 2015 / Prevent Duty	Extremist influence, threats or harmful ideological conduct may require safeguarding/Prevent escalation. Robust debate or lawful expression must not be confused with a safeguarding concern without evidence.
Health and Safety at Work etc. Act 1974 and venue controls	Learners must follow reasonable safety instructions, PPE requirements and practical controls. Unsafe conduct may justify immediate removal from an activity.
UK GDPR / Data Protection Act 2018	Conduct reports and investigations may contain sensitive personal information and must be handled lawfully, securely and on a need-to-know basis.
Funder / commissioner contracts	Conduct action must not be manipulated to protect funding. Where a learner leaves provision, PICS/ILR and claim records must reflect the actual learner status and applicable contract rules.
Awarding-organisation requirements	Suspected assessment misconduct, exam incidents or threats to assessment integrity are also handled under the relevant malpractice, examinations and appeals procedures.
Ofsted further education and skills inspection materials	Inspectors consider whether learners are safe, included, treated with respect and able to participate and learn. Leaders should know whether harmful behaviour occurs and whether action is effective.

Adult-learning approach

This policy does not import school detention, exclusion or behaviour-point systems into adult Skills Bootcamps. Quack uses professional expectations, support, evidence-led intervention and proportionate consequences appropriate to adults and short, intensive programmes.

4. Definitions

Term	Meaning for this policy
Conduct concern	Behaviour that may breach the learner expectations in this policy and requires clarification, support or action.
Bullying	Offensive, intimidating, malicious or insulting behaviour, or an abuse/misuse of power, that undermines, humiliates, denigrates or harms another person. A repeated pattern is common but a single serious incident may still require action even if it is not labelled bullying.
Harassment	Unwanted conduct related to a protected characteristic that has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment, as defined by applicable equality law.
Sexual harassment	Unwanted conduct of a sexual nature with the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
Victimisation	Subjecting someone to a detriment because they have done, or are believed to have done, a protected act such as raising an equality complaint.
Cyberbullying / online abuse	Bullying, threats, harassment, humiliation, impersonation, doxing, non-consensual sharing or targeted abuse through digital channels.
Hate incident	Conduct perceived to be motivated by hostility or prejudice connected with a protected or identity characteristic. Serious matters may also constitute a hate crime and require police/safeguarding action.
Precautionary suspension	A temporary, neutral restriction from some or all Quack activity while immediate risk is controlled and facts are established. It is not a finding of guilt.
Permanent withdrawal for conduct	Ending a learner's participation because conduct risk or repeated serious non-compliance makes continuation unsafe, unworkable or incompatible with programme standards.

5. Learner Rights and Responsibilities

Learners are entitled to	Learners are expected to
Be treated with dignity, fairness and respect.	Treat staff, peers, employers, visitors, property and learning environments with dignity and respect.
Learn in an environment free from bullying, unlawful discrimination, harassment and victimisation.	Avoid bullying, harassment, discriminatory language, threats, intimidation and retaliation.
Express opinions and ask challenging questions within lawful and respectful boundaries.	Disagree without personal abuse, intimidation, deliberate disruption or targeting others.
Have disability, SEND, health, communication and other support needs considered.	Engage honestly with support and reasonable-adjustment arrangements and tell staff where a barrier is affecting behaviour or participation.
Raise a concern, complaint or safeguarding disclosure without retaliation.	Use complaints, appeals or safeguarding routes rather than threats, abuse or coordinated harassment.
Know what conduct concern is being considered and have an opportunity to respond before a final formal decision, except where immediate safety action is required.	Provide accurate information and cooperate reasonably with a conduct review or investigation.
Receive proportionate action and an explanation of significant decisions.	Comply with proportionate safety or interim restrictions while a concern is reviewed.

6. Expected Standards of Behaviour

- Attend and participate in learning in a way that allows others to learn and staff to teach safely and effectively.
- Speak to others professionally; ordinary disagreement, humour and robust discussion must not become intimidation, personal abuse or targeted humiliation.
- Follow reasonable tutor, invigilator, assessor, safeguarding, health-and-safety and venue instructions.
- Respect equality, cultural, religious and individual differences and avoid slurs, stereotypes or degrading comments.
- Respect personal space, consent and professional boundaries; unwanted sexual comments, touching, messaging or imagery are prohibited.
- Use digital systems, Teams chats, email and learning platforms responsibly and do not post or circulate abusive, humiliating or confidential material.
- Protect other people's personal information, photographs, recordings and contact details. Recording or sharing another person without a legitimate and authorised basis may result in action.
- Look after equipment, facilities and property and report damage or hazards promptly.
- Be fit to participate safely. Alcohol, illegal drugs or other substances must not impair safe learning, practical work, assessment or conduct.
- Do not bring weapons or items intended to threaten or harm others to Quack activity.
- Complete assessments honestly and follow examination, authenticity and malpractice requirements.
- Engage respectfully with employers and interview opportunities; inappropriate behaviour may affect whether an employer can safely continue involvement.

7. Bullying, Harassment, Discrimination and Hate-Related Conduct

Examples that may breach this policy	Response considerations
Repeated mocking, exclusion, humiliating jokes, hostile group behaviour or deliberate isolation.	Impact, pattern, power imbalance, vulnerability, intent and any support/safeguarding factors.
Racist, sexist, homophobic, transphobic, disability-related or religion/belief-based abuse or slurs.	Equality and safeguarding implications; whether matter may be a hate incident/crime; immediate protection required.
Unwanted sexual comments, sexualised messages, touching, image sharing, propositioning or persistent attention.	Consent, power dynamics, safeguarding, equality and potential criminal implications.
Threats, stalking, doxxing, impersonation or abusive contact through social media or messaging.	Immediate safety, evidence preservation, platform restrictions, safeguarding/police options.
Retaliating against someone for making a complaint, disclosure or participating in an investigation.	Victimisation/whistleblowing/safeguarding risk and need for protective measures.
A single disagreement or respectful challenge.	Not automatically bullying. Staff should avoid over-labelling normal adult disagreement while addressing any inappropriate element.
No “banter” defence Calling conduct “banter”, “a joke” or “how we speak” does not prevent Quack from acting where the behaviour is unwanted, discriminatory, humiliating, threatening or disruptive. Context matters, but the impact on others and the learning environment must be considered.	

8. Online, Social Media and Digital Conduct

Control	Expectation
Teams / learning-platform chat	Keep messages relevant, respectful and appropriate. Do not flood chats, target individuals, post sexual/offensive content or undermine a safe learning environment.
Private messaging	A message sent privately can still fall within this policy where it targets another learner/staff member because of the Quack relationship or creates a credible learning/safety risk.
Images and recordings	Do not record, screenshot, photograph or circulate identifiable people, assessment material or confidential information without a lawful and authorised reason.
Social media	Do not use public or private social media to harass, threaten, impersonate, expose personal details or organise targeted abuse connected with Quack activity.
Cyber evidence	Staff should preserve relevant evidence proportionately and avoid asking complainants to repeatedly expose themselves to harmful material.
Access restrictions	Where necessary, Quack may mute/remove a learner from a digital session or restrict channels temporarily while arranging an alternative safe route to continue learning or reviewing conduct.

9. Safety, Violence, Threats, Weapons and Substance-Related Conduct

Risk	Immediate control
Violence or credible threat of violence	Prioritise safety, separate people where safe, call emergency services where required, notify DSL/management and preserve evidence.
Weapon or item intended to cause harm	Do not attempt unsafe physical intervention. Follow venue/emergency procedures and contact police where necessary.
Aggressive escalation	Staff may end the session/conversation, require the learner to leave a specific area where safe to do so, or seek security/venue support.
Alcohol/drug impairment	Remove the learner from practical/high-risk activity. Consider welfare and safe travel; do not allow unsafe operation of equipment or driving arranged by Quack.
Possession/supply of illegal drugs	Manage as a serious conduct and potential criminal/safeguarding matter; preserve safety and seek management/DSL advice.
Property damage / sabotage	Make area safe, record damage, investigate intent and recover/repair through lawful routes where appropriate.

10. SEND, Disability, Health and Behaviour Support

Quack will not assume that challenging behaviour is deliberate misconduct. Communication needs, neurodivergence, learning difficulty, disability, trauma, mental health, medication, sensory overload, literacy, language, homelessness, caring responsibilities or other barriers may affect how a learner presents. Staff should use the Learner Support and Safeguarding procedures where relevant.

Control	Standard
Understand the context	Ask what happened and whether an identified or emerging need contributed. Do not diagnose or speculate.
Reasonable adjustments	Consider adjustments to communication, seating, breaks, sensory load, instructions, support, delivery method or environment where required and educationally/safely appropriate.
Clear expectations	Adjustments may change how expectations are communicated or supported; they do not require Quack to accept violence, serious harassment or unsafe conduct.
Support plan	Where behaviour is linked to an identified barrier and continuation is realistic, record specific strategies, triggers, responsibilities and review date.

Control	Standard
Decision evidence	Formal decisions should show that disability/support information was considered where relevant and that action was proportionate.
Urgent risk	Immediate safety action can be taken before all support information is known, followed by prompt review once the immediate risk is controlled.

11. Raising a Concern and Immediate Response

Route	Action
Learner tells tutor/staff	Listen, record the core facts, check immediate safety and escalate according to severity. Do not promise absolute confidentiality.
Witnessed by staff	Intervene safely, set a clear boundary, separate activity if required and create a contemporaneous factual record.
Anonymous information	Assess credibility and risk. Anonymous information can trigger proportionate enquiries but should not be treated as proven without supporting evidence.
Safeguarding disclosure	Follow the Safeguarding Policy immediately; do not wait for conduct fact-finding to finish.
Complaint about staff	Use Complaints/Safeguarding/HR route as appropriate rather than treating the learner as the conduct subject.
Potential crime	Prioritise safety and preserve evidence. Police contact may be appropriate depending on urgency, risk, victim wishes and legal/safeguarding duties.
Immediate classroom disruption	Tutor may give a clear instruction, pause activity, move seating, remove the learner from a specific session/area where proportionate, and escalate for review.

12. Proportionate Conduct-Management Model

Level	Typical circumstances	Possible response
Level 1 - Informal	Low-level, isolated or readily correctable behaviour with limited impact.	Clear reminder, restorative conversation, support check, agreed expectation and brief record where useful.
Level 2 - Enhanced support / formal warning	Repeated low-level issues, material disruption, disrespect, unsafe practice after instruction, or behaviour requiring a documented improvement plan.	Meeting, written expectations, learner support/SEND review, behaviour agreement, formal warning and defined review point.
Level 3 - Serious conduct review	Serious harassment, threats, significant aggression, deliberate assessment/funding misconduct, major property damage, persistent breach despite warning, or conduct materially affecting safety or delivery.	Formal investigation/review, precautionary suspension where necessary, written outcome, final warning or permanent withdrawal.
Level 4 - Immediate protection / external escalation	Violence, credible serious threat, weapon, serious sexual misconduct, acute safeguarding risk, suspected serious crime or comparable danger.	Emergency/venue action, police/DSL as required, immediate access restriction or suspension, followed by formal review as soon as practicable.
Stages are not automatic Quack does not have to progress mechanically through every level. A single serious incident may justify immediate formal action, while repeated lower-level behaviour may escalate because previous support and warnings have not been effective.		

13. Informal Intervention, Restorative Action and Behaviour Agreements

Tool	Use
Informal conversation	Explain the behaviour observed, its impact, the expected standard and what needs to change. Keep tone professional and adult-to-adult.
Restorative conversation	Where all parties agree and it is safe, support acknowledgement of impact, boundaries and practical steps to repair working relationships. It is not mandatory for a person who has experienced harassment or abuse.
Support referral	Use learner support, SEND, safeguarding, IAG or external signposting where a barrier is contributing to behaviour.
Behaviour agreement	Set a small number of specific, measurable expectations, support actions, review date and consequences if standards are not met.
Classroom adjustment	Change seating/grouping, communication method, breaks or learning environment where proportionate without unfairly disadvantaging others.
Record	Record material actions on the appropriate learner/conduct system; avoid unnecessary sensitive detail in general teaching notes.

14. Formal Review and Investigation

Stage	Minimum control
Triage	Identify safeguarding, equality, criminal, data protection, assessment or immediate safety issues and route them correctly.
Allegation summary	Tell the learner the substance of the concern in sufficient detail to respond, unless limited disclosure is necessary to protect someone or an external investigation.
Evidence	Review contemporaneous accounts, messages, platform records, CCTV/venue evidence where lawfully available, learning records and relevant policies. Separate fact from opinion.

Stage	Minimum control
Learner response	Give a reasonable opportunity to explain, provide evidence, identify witnesses and describe disability/support or contextual factors.
Independence	Use a decision-maker not directly involved where reasonably practicable. Material conflicts are managed under the Conflict of Interest Policy.
Standard of decision	Internal conduct decisions are made on the balance of probabilities, while recognising that criminal findings are for the police/courts.
Outcome	Record findings, rationale, support/adjustments considered, action, review period and any route to request review/complain.
Wider risk	Where the incident reveals a wider venue, safeguarding, culture or curriculum problem, raise corrective action through QIP/management review.

15. Precautionary Suspension and Temporary Restrictions

A precautionary suspension is a neutral risk-control measure, not a disciplinary finding. It should be used only where necessary and kept as short as reasonably practicable.

Decision factor	Control
Need	Use where continued attendance could create a credible safety, safeguarding, evidence, intimidation or serious disruption risk that cannot be managed by a lesser step.
Scope	Restrict only what is necessary: a particular session, venue, person/contact route, practical activity or all Quack activity depending on risk.
Communication	Explain the restriction, expected conduct during suspension, contact point and next review where safe and practicable.
Learning continuity	Where safe and compatible with the investigation, consider alternative learning, materials or rescheduling. Do not compromise other learners or assessment integrity.
Review	Review promptly and lift, vary or confirm the restriction once sufficient information is available.
Funding/data	Suspension itself does not automatically determine ILR completion/withdrawal status. MIS/Compliance applies the actual learning status under current rules.

16. Outcomes and Consequences

Outcome	When appropriate
No further action	Concern not substantiated, evidence insufficient, misunderstanding resolved, or conduct did not breach policy.
Advice / informal expectation	Minor matter corrected without need for formal warning.
Support / reasonable adjustment	Underlying barrier identified and risk can be managed through a support plan.
Written warning	Material breach requiring a clear formal record and expectations for future conduct.
Final warning / behaviour agreement	Serious or repeated conduct where continuation remains safe and realistic only with strict conditions.
Removal from specific activity	A particular venue, practical activity, employer opportunity, online channel or event cannot safely continue, while other learning may remain possible.
Permanent withdrawal	Conduct is sufficiently serious or persistent that safe, respectful or viable continuation cannot reasonably be maintained.
External referral	Safeguarding, police, awarding organisation, funder, venue/employer or other external action is required based on the nature of the concern.

17. Permanent Withdrawal for Conduct

Permanent withdrawal is a serious decision and should normally be authorised by a senior manager following a documented review. It must not be used to remove a learner merely because they are difficult, critical, have complained, need additional support or have a protected characteristic.

Check	Required consideration
Seriousness / pattern	What happened, frequency, impact, previous action and likelihood of recurrence.
Safety and viability	Whether a reasonable arrangement exists that would allow the learner and others to continue safely and effectively.
Support / disability	Whether relevant reasonable adjustments/support were considered and whether they could manage the risk.
Fair process	Whether the learner had an opportunity to respond and the decision-maker considered relevant evidence.
Proportionality	Why a lesser outcome would be insufficient.
Qualification / achievement	Confirm valid assessment already achieved, certificates due and any permitted partial achievement.
PICS / ILR / funding	Record the actual end/status promptly and correct claims if required under the applicable contract.
Communication	Issue a clear outcome, reason, effective date, future contact boundaries and internal review/complaint route.
Safeguarding / progression	Where safe and appropriate, provide signposting or future progression information; do not withhold safeguarding support as punishment.

18. Review, Complaints and Other Procedure Routes

Issue	Route
Learner disputes a conduct finding	Request senior internal review within 10 working days of the written outcome, explaining the factual/procedural basis. A person not materially involved should review where practicable.
Learner complains about how they were treated	Complaints Policy and Procedure; conduct review and complaint may be coordinated to avoid duplicate investigation.
Assessment/exam decision affected	Assessment Appeals / Exams / Malpractice procedures apply to the academic or qualification decision.
Safeguarding concern	Safeguarding route applies immediately regardless of any conduct review.
Equality discrimination/harassment concern	EDI and Complaints routes apply in addition to conduct action where relevant.
Criminal allegation	Internal risk management does not determine criminal guilt and must not obstruct police enquiries.
Funder / awarding organisation escalation	Quack will provide the relevant route where a contract or qualification permits external escalation after internal processes.

19. Confidentiality, Records and Information Sharing

- Conduct information is shared only with people who need it to protect safety, investigate, decide, support the learner, meet contractual duties or respond to lawful external requests.
- Witnesses and complainants will be treated respectfully, but Quack cannot guarantee anonymity where fair process, safeguarding or law requires information to be disclosed.
- Sensitive safeguarding detail should remain in restricted safeguarding records rather than general learner notes.
- Conduct records must distinguish allegation, evidence, finding, action and outcome. Staff should avoid emotive or speculative language.
- Digital evidence should be preserved in its original form where possible and handled under the Information Security and Data Protection policies.
- Retention follows Quack's records-management rules and any funder, awarding-organisation, legal or insurance requirements.

20. Monitoring, Quality Assurance and Continuous Improvement

Monitoring activity	Frequency / trigger	Evidence / action
Conduct concern log	Monthly	Themes, severity, outcome, recurrence and timeliness reviewed without unnecessary personal detail.
Bullying/harassment review	Each serious case / monthly trend	Check protective action, equality/safeguarding route, support and whether wider culture action is needed.
Learner voice	Each cohort / delivery cycle	Ask whether learners feel safe, respected and able to raise concerns.
Equality / SEND analysis	Termly or delivery-cycle based	Check for disproportionate patterns in warnings/withdrawals; interpret cautiously where cohort sizes are small.
Venue / employer incidents	On occurrence and periodically	Review whether external environments create recurring conduct, harassment or safety risk.
Staff training	Induction and refresher/risk-based	Ensure staff can distinguish low-level behaviour, safeguarding, harassment, disability-related barriers and serious misconduct.
Governance / QIP	Quarterly / as needed	Significant themes, serious incidents and improvement actions reported without breaching confidentiality.
Policy effectiveness	Annually and after serious incident	Review clarity, consistency, learner feedback, complaints/reviews and external changes.

21. Roles and Responsibilities

Role	Core responsibilities	Evidence / assurance
Managing Director	Approve serious/permanent outcomes where appropriate; ensure resources, fair process and funding pressure do not distort decisions.	Outcome review, governance, corrective action.
Quality & Compliance Lead / DSL	Own policy; oversee serious concerns, equality/safeguarding interfaces, conduct trends and policy consistency.	Conduct log, safeguarding assurance, QIP/SAR.
Lead Tutor / DDSL	Support tutors with early intervention, classroom risk, behaviour agreements and escalation.	Tutor records, action plans, review notes.
Tutors / assessors	Set expectations, challenge low-level behaviour, protect the learning environment, record material incidents and escalate promptly.	Induction, session notes, incident records.
Learner Engagement / Progressions staff	Maintain respectful contact, report conduct/employer incidents and avoid promising outcomes outside their authority.	Contact records, employer feedback, handovers.
MIS / Compliance staff	Apply accurate learner status/funding changes following authorised decisions; preserve audit trail.	PICS/ILR change records and authorisation.
All learners	Follow standards, respect others, engage with reasonable intervention and report concerns without retaliation.	Acknowledgement, participation, review/action records.
Employers / venues / external contributors	Follow equivalent safe and respectful standards during Quack-arranged activity and report serious concerns promptly.	Employer/venue incident and assurance records.

Appendix A: Conduct Concern Triage Checklist

Question	Check / action
Immediate danger?	Make safe; use emergency/venue procedures; call police/ambulance where required.
Safeguarding concern?	Notify DSL/DDSL promptly; safeguarding action must not wait for conduct review.
Equality/harassment issue?	Record protected-characteristic/sexual-harassment implications and apply EDI/Complaints route where relevant.
Assessment/exam issue?	Preserve assessment evidence and use Exams/Malpractice procedure.
Digital evidence?	Preserve messages/screenshots/platform records lawfully and restrict harmful circulation.
Support/SEND factor?	Check known needs and whether reasonable adjustments/support are relevant.
Can low-level issue be resolved now?	Use clear adult-to-adult intervention where safe and sufficient.
Need interim restriction?	Use the least restrictive measure necessary and document rationale/review.
Formal review required?	Identify reviewer, allegations, evidence, learner response and outcome timescale.
Data/funding impact?	If learning ends or pauses, route to MIS/Compliance for accurate PICS/ILR treatment.

Appendix B: Behaviour Agreement Minimum Fields

Field	Minimum content
Concern	Specific observed behaviour and impact, not labels or assumptions.
Expected standard	What the learner must do differently in clear, measurable terms.
Support / adjustment	Support, communication or reasonable adjustment Quack will provide.
Safety controls	Any seating, contact, venue, digital or activity restriction.
Monitoring period	Start date, review date and who will review.
Evidence of improvement	What will show the issue is resolved or sufficiently controlled.
Consequence	What may happen if the standard is not met, subject to proportionality and review.
Learner view	Learner comments/disagreement recorded; refusal to sign does not automatically invalidate a properly evidenced plan.
Owner	Named staff member responsible for monitoring and escalation.

Appendix C: Formal Conduct Review Checklist

Stage	Minimum evidence
Triage	Safeguarding/equality/criminal/assessment/data risks identified.
Allegation	Clear factual summary provided to learner.
Evidence	Relevant records gathered and source/reliability considered.
Learner response	Opportunity to explain, submit evidence and identify support/adjustment factors.
Conflict check	Reviewer/decision-maker independence considered.
Finding	Each allegation found substantiated/not substantiated on balance of probabilities with reasons.
Proportionality	Previous action, impact, risk, support and alternatives considered.
Outcome	Written decision, effective date, actions/restrictions and review route.
Records	Conduct, safeguarding, PICS/ILR and qualification records updated only where appropriate.
Learning	Wider action added to QIP/training/venue controls where relevant.

Appendix D: Learner Conduct Standards - Induction Summary

Do	Do not
Treat others with dignity and allow them to learn.	Threaten, bully, harass, discriminate against or deliberately humiliate others.
Disagree respectfully and raise concerns through the correct route.	Use abuse, retaliation, intimidation or targeted group behaviour.
Follow reasonable safety, tutor, assessment and venue instructions.	Ignore controls that put you or others at risk.
Use Teams, email and social media responsibly.	Post/share abusive, sexual, confidential or humiliating content connected to Quack activity.

Do	Do not
Ask for support or reasonable adjustments when barriers arise.	Assume support cannot be provided or wait until a problem becomes unmanageable.
Complete assessments honestly.	Cheat, impersonate, falsify evidence or interfere with another learner's assessment.
Report serious concerns promptly.	Attempt to investigate safeguarding or criminal allegations yourself.

Appendix E: Version Control and Reference Framework

Version	Date	Owner / author	Summary of change	Next review
1.0	August 2026	Jessica Roughton / Dion Bishop	New provider-wide adult learner conduct policy covering respectful behaviour, anti-bullying, harassment, online conduct, safety, SEND/support, proportionate intervention, formal review, suspension, withdrawal, appeals, records and QA.	August 2027

Reference framework

This policy should be read alongside Quack's Safeguarding, Prevent, Equality Diversity and Inclusion, Learner Support, Attendance and Engagement, Teaching Learning and Assessment, Staff Code of Conduct, Complaints, Assessment Appeals, Examinations, Malpractice/Maladministration, Information Security, Conflict of Interest and Quality Assurance policies. External sources considered include the Equality Act 2010, Care Act 2014, Counter-Terrorism and Security Act 2015, Health and Safety at Work etc. Act 1974, UK GDPR/Data Protection Act 2018, current Ofsted further education and skills inspection materials, current Skills Bootcamp/commissioner requirements and awarding-organisation rules.