Virtual Learning uk

TITLE	VERSION
Behaviour Policy 2026-2027	6

APPROVAL BODY	DATE	REVIEW DATE
Board of Governors	August 2026	August 2027

LEAD PERSON	FE Senior Quality Lead(s)

POLICY STATEMENT

Tutors and learners at VLUK work together to establish and maintain a learning and social environment which emphasises positive behaviour. Behaviour management is an integral part of VLUK, which teaches appropriate and relevant social skills to all learners. This enables learners to participate fully at home, in education and the local community, and prepares them for the responsibilities of adult life in a diverse society.

BACKGROUND

VLUK is a National Independent Training Provider, delivering education in the 16-19 FE sector. It is part of The Oxford Virtual Education Group. VLUK is led by a Chief Executive Officer, accountable to a Board of Governors and Group Chief Executive Officer and supported by an Executive team and a Senior Leadership Team (SLT). Accountable to the SLT is a layer of middle management located throughout the country. The Middle Leadership team is responsible for tutors and enrichment staff.

PURPOSE

This policy is designed to ensure that all learners and staff are able to work in a positive environment that is conducive to learning, progress and achievement. Additionally, the policy upholds the safety and well being of all individuals within the campuses and learning environments. By outlining the behaviour expectations the policy also helps learners become accustomed to the expected behaviours in the workplace, preparing them for transition into the professional world.

SCOPE

This policy applies to all staff at VLUK (including Governors, Senior Leadership Team, Middle Leaders, Tutors, Support Staff, and volunteers), learners, parents/carers, and external partner campus teams. It governs behaviour on campus, online/digital learning platforms, educational visits, travel to and from study sites, and during any representation of VLUK.

DEFINITIONS

ALPS: Advanced Level Performance System (a programme, based on a national database, that provides reports for schools and colleges to help benchmark and analyse post-16 performance).
KPIs: Key Performance Indicators (data-driven measures to monitor organisational performance).
CPOMS: Child Protection Online Management System (used to log safeguarding, pastoral, and critical behaviour concerns).
Gross Misconduct: An action so serious that it fundamentally breaks the relationship between the learner and VLUK, potentially leading to immediate suspension or permanent exclusion.

RESPONSIBILITIES

Board of Governors	The Governing Board or a delegated committee review and challenge the effectiveness of the internal controls and the management of risk detailed in this policy.
Chief Executive Officer	Overall responsibility and oversight of this policy, ensuring KPIs are met and that resources are used effectively and appropriately.

Executive & Senior Leadership Teams	Responsible for holding the Lead Person to account with regard to the suitability of behaviour management, implementation of this policy and the benefits to the organisation and staff.
Lead Person	Responsible for the implementation and delivery of this policy, ensuring the policy aligns with regulatory requirements, KCSIE guidance, and best practice.
All Line Managers	Responsible for ensuring all line managed employees employees, contractors, and partner campus teams are aware of and follow this policy.
All Teaching Staff	Responsible for ensuring all learners are aware of the policy and adhere to it.
All Other Employees and Volunteers	To understand and uphold the principles of this policy, in line with professional standards.

POLICY

VLUK staff and learners should always adhere to four key expectations:

- Visually ready to learn/teach.
- Leading by example.
- Understanding and respectful.
- Keeping ourselves and each other safe.

Our expectations require all staff and learners to adhere to the roles and responsibilities outlined below. Both staff and learners should encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.

Staff should:

- Be punctual for lessons/practical sessions.
- Ensure that learners enter and leave the room in an orderly manner.
- Display good classroom management.
- Establish a stimulating learning environment.
- Provide supervision during lessons.
- Mark and return learners work promptly and regularly.
- Be courteous and polite to learners.
- Praise, encourage and reward learners wherever possible and consequently encourage appropriate behaviour rather than rely on negative sanctions.
- Make it obvious that each learner is of equal importance and that praise, rewards and sanctions are used equitably.
- Address promptly any breaches of good conduct and poor behaviour, using informal procedures where possible but implementing formal procedures where necessary.
- Seek further help and guidance from other members of staff and regard this as an appropriate strategy rather than an admission of failure.
- Recognise that through their own behaviour and manner they demonstrate and encourage high standards.

Learners should:

- Develop positive relationships in the classroom and learning sessions, demonstrating acceptable standards of behaviour, good personal relationships and a respect for the individual.
- Arrive on time ready to start as per their timetable.
- Attend all sessions on their timetable.
- Are fully equipped and ready to learn.
- Show respect through listening and allowing others to learn.
- Remove coats and hats.
- Follow all instructions.
- Ensure phones are not out in the classroom (unless there is a specific learning need, but this is at the discretion of the tutor).
- Ensure that headphones are not worn during taught sessions.
- Keep off task conversations for social times.
- Not eat in the classroom.

- Speak to others with respect (bad language and sexualised harassment directed at others or used in the classroom is not acceptable).
- Meet all deadlines linked to BTEC Assignments & English/Maths homework.

Parents/carers should:

- Support VLUK in encouraging and fostering in their children:
    - acceptable standards of behaviour.
    - good personal relationships.
    - a respect for the individual.

POLICY - STATUTORY SAFEGUARDING & SPECIFIC BEHAVIOUR PROTOCOLS

Sexual Harassment, Sexual Violence & Peer-on-Peer Abuse
VLUK has zero tolerance for sexual harassment, abuse, or discriminatory behaviour (including online/social media harassment). Any allegation of sexual harassment or abuse will be treated primarily as a safeguarding concern under VLUK's Safeguarding & Child Protection Policy. Investigations will be led by the Designated Safeguarding Lead (DSL) before or alongside any disciplinary sanctions.

Search, Screening & Confiscation Powers
To ensure campus safety, designated senior staff (DSL / Head of Campus) reserve the right to search learners or their belongings if there are reasonable grounds to suspect possession of prohibited items. Prohibited items include:

- Weapons, knives, or sharp objects.
- Illegal drugs, psychoactive substances, alcohol, or prescription drugs not declared.
- Vapes, e-cigarettes, tobacco, and matches/lighters.
- Stolen property or items posing a threat to safety.

Prohibited items will be confiscated immediately, handed to the police where legally required, or disposed of safely. Confiscation of vapes/cigarettes will result in immediate disciplinary action.

Partner & Delivery Campus Consistency
Where VLUK operates with partner sites or sports academy campuses, learners must comply with both VLUK's Behaviour Policy and the host venue's site regulations. A ban issued by a partner site may result in immediate transition to Level 4/5 formal disciplinary proceedings under this policy.

By implementing this policy across all campuses and making sure all individuals noted in this policy are aware of expectations we can ensure:

- Fairness in the application of the policy and framework.
- Consistent and fair treatment for all regardless of age, ethnic origin, gender, disability, sexual orientation, religion or belief.

For serious misconduct or breaches of this policy and/or the learner code of conduct or alleged antisocial or criminal behaviour or behaviour which brings VLUK into disrepute, individuals are encouraged to report it immediately to VLUK. Once reported, VLUK staff (at an appropriate level depending on the nature of the offence) will carry out a thorough investigation and suitable action will be taken.

POLICY - FRAMEWORK

VLUK creates certainty across its campuses by providing clear guidance on expectations based on the four key expectations:

- Visually ready to learn/teach.
- Leading by example.
- Understanding and respectful.
- Keeping ourselves and each other safe.

VLUK encourages positive learner behaviour and attitudes by:

- Providing a challenging and stimulating learning environment; reinforcing positive behaviour through individual guidance and counselling.

- Informing parents/carers at the earliest opportunity of successes and behavioural problems and involving them fully in measures to recognise and potentially remedy.
- Liaising with outside agencies to develop strategies to encourage positive behaviour in learners.
- Offering the opportunity for individual guidance and counselling to learners to develop, monitor and review behaviour.
- Motivating learners through the content and methods of delivery of the whole curriculum and expecting high standards from them.
- Offering appropriate training to meet the needs of teaching and non-teaching staff dealing with behaviour problems.

Wherever a teacher or non-teaching staff member is confronted with examples of inappropriate work and/or behaviour from learners in the classroom, the strategies and procedures in Appendix 1 are followed.

POLICY - REWARDS

Rewards are an essential part of engaging learners in learning. All staff should ensure they are praising learners. Methods of rewarding positive behaviour are:

- Verbal praise.
- Contacting home through email/letter/phone call.
- If a learner is working at ALPS at the end of the term and/or attendance is outstanding, send a positive letter home.
- If learners are on track at the end of term with their target grade and have excellent attendance they will be recognised and could be rewarded with e-gift cards, vouchers.
- Extra-curricular activities to enrich their learning and wellbeing.

See Appendix 2 for further information.

POLICY - INTERVENTION FRAMEWORK & DISCIPLINARY STAGES

Wherever a staff member experiences inappropriate behaviour, work omission, or misconduct, the procedures in Appendix 1 must be followed.

- Formal Disciplinary Action & Suspension: For Level 4 and Level 5 breaches (Gross Misconduct or persistent non-engagement), the Head of Campus / FE Senior Quality Lead may institute a formal Disciplinary Hearing or temporarily suspend a learner pending investigation.
- Appeals Process**:** Learners have the right to appeal formal Level 4 or 5 outcomes (including permanent exclusion) in writing to the Executive Leadership Team within 5 working days of notice.

COMPLAINTS

Complaints about behaviour at VLUK should be made to the Senior Quality Leads danny.holmes@vluk.org , marley.lodge@vluk.org or amie.dovey@vluk.org in the first instance. Following this and if required please refer to the VLUK comments & complaints policy.

REFERENCES

Comments and Complaints Policy
Attendance Policy
Campus Health and Safety Policy
Learner Code of Conduct Document
DfE Guidance: Use of Reasonable Force and Searching, Screening & Confiscation in FE

SIGNATORIES



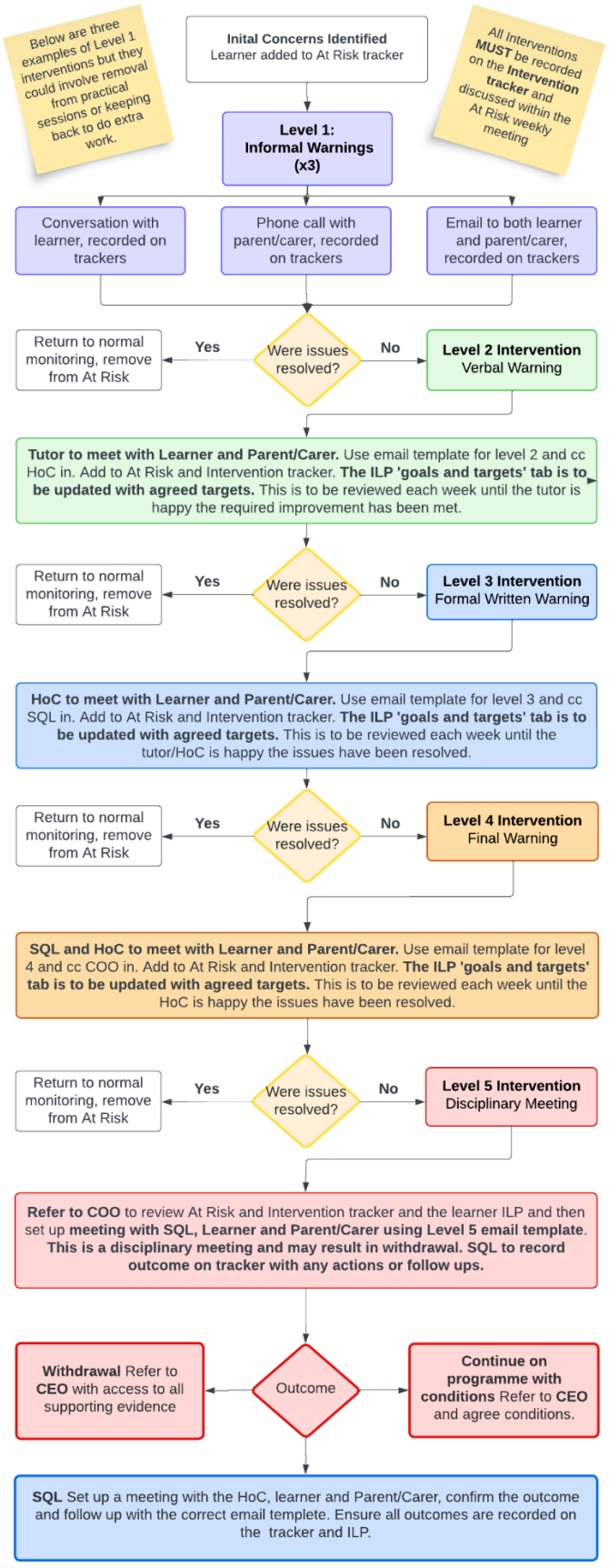


Chief Executive Officer
1st August 2026

Chair of Governors
1st August 2026

Appendix 1 - VLUK Interventions and At Risk

Staff must log all safeguarding concerns on CPOMS immediately. Pastoral and academic conduct concerns must be recorded on the central Hub tracking system



Continue to use CPOMs to record safeguarding issues.

Examples (but not limited to) of concerns and level indicators, these apply to all sessions within the study programme including EAM:

1 - Initial Concerns
Punctuality, manners, equipment, attendance, engagement, inappropriate language, missing deadlines, behaviour, attitude, team working.

2 - Continued Concerns
Continued issues with behaviours and attitudes, no or little improvement from level 1 interventions.

3 - Consistent Concerns
Repeated issues, no or little improvement from level 2 intervention, behind on work without good cause, no effort to catch up, consistently missing deadlines, attendance, engagement, attitude to learning.

4 - Serious breaches or no improvement from L3 Intervention
Serious breaches of the code of conduct, such as refusing to wear kit, malicious damage, smoking on campus, non-compliance, foul language towards a member of staff. Consistently at L3 with no sign of improvement.

5 - Dangerous breaches or no improvement from L4 Intervention
Serious/dangerous breaches of code of conduct, such as bringing illegal drugs on campus, consumption of alcohol, bringing an offensive weapon on campus, theft, physical assault. Repeated issues at L4 with no impact.

Note: For serious or dangerous breaches, learners can be placed directly onto Level 4 or Level 5 interventions without prior L1–L3 warnings, following consultation between the Senior Quality Lead and Head of Campus.

APPENDIX 2 - Positive Interventions Grid

Level	Positive Intervention	Recorded	Frequency	Lead
1	Oral / Written Praise	Informal	Daily	Tutor
2	Recording success on Behaviours and Expectations Log	Hub	Weekly	Tutor
3	Positive letters, postcards to parents/carers	Hub & Letter	Half-Termly	Tutor / admin team
4	Rewards (e.g Amazon voucher)	Hub / SLT	Termly (end of each term) by HoC	HoC / admin team
5	Start of year excellence enrichment activity	Hub / SLT	Yearly	HoC / HoLE

See 'FE Interventions Email Templates' for supporting emails FE Intervention Email Templates