



## **Behaviour Policy - Code of Practice**

TDM is committed to creating an environment where exemplary behaviour is at the heart of professional development, careers and social mobility for all our learners.

Everyone is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

This behaviour policy guides staff to encourage self-discipline in learners. It echoes our core values with a heavy emphasis on respectful behaviour (Be considerate), a partnership approach to managing poor conduct and dynamic interventions that support staff and learners (Be Vulnerable).

TDM approaches behaviour as a developmental and restorative process. Expectations are clear, but responses to behaviour are proportionate, supportive, and take account of individual circumstances. Sanctions are used where necessary, but always alongside guidance, reflection, and support to enable learners to succeed.

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## **TDM Learners**

This policy applies to all TDM learners. Learners are expected to treat others with respect and to follow all TDM policies and procedures relevant to their programme of study.

TDM recognises that behaviour may at times be influenced by additional learning needs, mental health, or personal circumstances. Where this is known or disclosed, staff will consider reasonable adjustments and supportive interventions in line with TDM's ALS and Inclusion policies before escalating sanctions.

Learners are expected to:

- Follow instructions from TDM staff and coaches in both virtual and faceto face settings
- Arrive on time, prepared, and ready to learn
- Listen carefully, communicate appropriately, and remain focused on learning activities
- Maintain a positive attitude towards learning
- Complete assignments, preclassroom activities, ILP objectives, and portfolio work on time
- Take responsibility for their learning in line with TDM's andragogical and flippedclassroom approach, including the development of the 3 R's

Where expectations are not met, staff will address behaviour with the learner and apply sanctions where appropriate.

For PATA coaching sessions, learners are assigned a Red, Bronze, Silver, or Gold (RBSG) rating to reflect engagement and progress. Further details are available in the RBSG for Apprenticeships Procedure.

### **Attendance and Notifications**

Where learners cannot attend a TDMbooked course, they must notify the Support Team by email ([support@tdm.co.uk](mailto:support@tdm.co.uk)) or telephone (0333 10 100 40). Apprentices must also inform their workplace mentor. Failure to notify TDM will result in attendance being recorded as a no show.

Where learners cannot attend a PATA coaching session, ALS session, or ExtraLap support session, they must notify the Scheduling Team by email ([schedule@tdm.co.uk](mailto:schedule@tdm.co.uk)) or telephone (0333 10 100 40).

Lastminute cancellations (within three hours of the session during working hours) must be made by telephone via 0333 101 0040, option 2, then option 2 again.

## **TDM Staff**

TDM staff are expected to model positive behaviour at all times and build professional relationships in line with the Staff Code of Practice.

All staff will:

- Follow all relevant TDM policies and procedures when working with learners, employers, and customers

- Take ownership of behaviour issues, follow up consistently, and engage in reflective dialogue with learners and mentors where appropriate
- Act immediately when poor behaviour is observed in any setting (virtual or facetoiface) and never ignore concerns
- Record behaviour concerns and actions taken, sharing information with relevant colleagues (e.g. the Designated Safeguarding Lead)
- Ensure new learners are briefed on behaviour expectations and relevant policies
- Follow the Whistleblowing Policy where wrongdoing or safeguarding concerns are seen or suspected

### **Behaviour in the Training Environment**

In facetoiface and virtual learning environments, trainers will:

- Establish clear routines, including welcoming and acknowledging learners
- Use seating plans where appropriate to support positive learning partnerships
- Plan engaging and inclusive sessions that meet the needs of all learners
- Promote and reinforce positive behaviour
- Use clear warnings and language of choice to support behaviour improvement
- Remain calm and allow time for learners to respond
- Apply sanctions where necessary, including for bullying or harassment, in line with relevant policies
- Report nonattendance promptly to the Support Team so learners can be contacted and supported or rebooked
- Ensure the Performance and Development Coach (PDC) informs mentors of nonattendance

### **Employers and Mentors**

Employers and mentors play a key role in supporting learner behaviour and attendance. They are expected to:

- Be informed and involved where learners fall short of behaviour expectations
- Work proactively with Performance and Development Coaches to support positive behaviour
- Support TDM staff in managing behaviour, particularly for apprentices
- Ensure learners are prepared to attend sessions by understanding the Individual Learning Plan and booking schedule

### **Employers (Apprenticeship Programmes)**

Employers that have committed to the apprenticeship programme are expected to ensure they fulfil their commitment as stated in the signed training plan.

As a minimum, all employers of apprentices must:

- Provide support for their apprentices
- Provide the minimum Off The Job Hours
- Attend the pre-booked PATA Coaching sessions and contact [schedule@tdm.co.uk](mailto:schedule@tdm.co.uk) at least two weeks in advance of the session for rescheduling (no guarantee that a session can be rescheduled)
- Provide depth and breadth in job role as per the apprenticeship agreement and training plan
- Ensure their apprentice's work is safe
- Ensure that they comply with safeguarding and health and safety duties
- Work with the TDM coaches to develop performance competence and be ready to give support

## Use of Cameras During Virtual Meetings/Learning Activities

TDM delivers coaching sessions and learning activities primarily through a virtual delivery model. To support effective participation, engagement, and safeguarding, learners, mentors (where applicable), and employees are expected to be visible during live virtual sessions.

TDM considers a camera switched on as evidence of active participation. A camera switched off indicates observation rather than engagement.

### Learners:

TDM uses synchronous virtual classrooms for **taskbased consolidation**, with core content delivered through pre-session learning activities. This flippedclassroom approach enables learners to actively participate in learning activities while supported by a coach.

To participate in live virtual sessions, learners are therefore expected to have their camera switched on.

Where a learner's camera is not on:

- The coach will ask the learner to switch it on and allow a reasonable timeframe to do so
- Technical issues will be supported by the Customer Experience team where needed
- Continued refusal will result in the learner's employer being notified
- Learners who remain nonparticipative or disruptive may be removed from the session

TDM recognises that there may be legitimate reasons why a camera cannot be used on occasion. These will be considered on a casebycase basis, with reasonable adjustments agreed where appropriate.

### TDM Employees:

TDM employees are expected to have cameras switched on during virtual meetings, learning activities, and workshops, regardless of participation level.

Where individuals are attending as observers (for example, lesson observers, inspectors, line managers, or directors observing practice), it may be appropriate for cameras to remain off where the observer is nonparticipatory.

## **Monitoring and Evaluation of Behaviour**

Incidences of poor behaviour will be monitored to target and assess interventions.

Staff are required to document the activity that happens when dealing with miss behaviour and monitor progress towards good performance and behaviour.

Staff must work together with the mentor and employer, where the learner is an apprentice.

## **Working Together to Establish Best Behaviour**

The Performance and Development Coach or GROW coach (PDC) is the key person to deal with behaviour issues from learners. However, they should have the support of the wider team depending on the specific situation.

All staff should work together as a team to establish the best behaviour possible across TDM. For example, if a learner is absent from lessons, the trainer should inform the employer and the PDC. In the case of misbehaviour in the workplace the PDC is expected to call in a tripartite session that involves learner and mentor to find resolution.

The PDC is expected to monitor the appropriate use of the RBSG system and ensure that trainers and skills and knowledge coaches are recording on time comments and documenting the activity that happens, so that this can be reported to mentors/employers and wider management team (if applicable)

Where appropriate, TDM will use restorative conversations and tripartite discussions to help learners understand the impact of their behaviour, repair relationships, and reengage positively with learning.

## **Types of Misbehaviour**

TDM has developed a scale of severity from low-level to serious behaviours. The non-exhaustive lists below provide examples of misbehaviour at low, medium and serious levels. Staff will exercise their professional judgement when considering each incident as to the precise “level” of misbehaviour.

Judgement will apply in all cases as to the precise “level” of misbehaviour, based on the intention behind it, the frequency with which it has occurred and the effect which it has on others.

### **Low-level Misbehaviour:**

- Single instance of plagiarism or non-referencing of material.
- Late arrival to class or coaching session (one-off)
- Last minute cancellation of coaching session (one-off)
- Talking out of turn.
- Eating in class/chewing gum disruptively.
- One-off dress offence.

### **Medium-level Misbehaviour:**

- Persistent late arrival to class or coaching sessions.
- Persistent dress offences/gum-chewing.
- Destructive and/or nuisance behaviour in the classroom.
- One-off case of inappropriate language.
- One-off case of minor disruption of other learners' learning.
- Defacement of TDM's books.
- One-off failure to prepare for planned sessions.
- Use of the internet/network which does not comply with the Acceptable Use Policy (AUP).
- Use of mobile phones which does not comply with the AUP, including the taking of images.

### **Serious Misbehaviour**

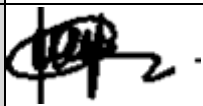
- Persistent failure to prepare for training and coaching sessions.
- Persistent disruption of other learners' learning, particularly when failing to heed warnings.
- Swearing at a member of staff or using unacceptable language.
- Smoking in TDM premises, including vaping.
- Possession and use of alcohol and/or drugs.
- Continuous cheating or plagiarism despite warnings.
- Hacking and/or wilful damage to the computer network.
- The taking of images/recording of material with the intention of using them to harm an individual's/TDM's reputation. The dissemination of such images.
- The use of text messages or the internet to make abusive or offensive remarks to or about another individual in TDM.
- TDM Staff contacting the press without permission.
- Making malicious accusations against staff (where TDM policies have been followed and the accusations have been found to be malicious).
- Defiance and refusal to cooperate; persistent or malicious refusal to follow staff instructions.
- Repeated unsafe or disruptive behaviour.
- Vandalism and damage to property.
- Defacement or deliberate damage to TDM's books belonging to another learner.
- Thefts of TDM/other learners' property.
- Acts of or incitement to intimidation, harassment, violence or bullying (See Anti-bullying policy).
- Arson.
- Deliberate racist, sexist, and/or homophobic insults or acts. Persistent rudeness to other pupils.
- Bringing weapons, banned or offensive substances or materials onto TDM Premises.
- Violent attacks including on another learner or member of staff.

Incidents involving safeguarding concerns, discrimination, violence, or criminal behaviour will be escalated immediately in line with TDM's Safeguarding, Prevent, and Disciplinary policies and may involve external agencies where appropriate.

If there is aggressive behaviour in any form which clearly breaks TDM rules then the perpetrators will be instantly required to leave the classroom (in situ or virtual) and their employers will be contacted (where

applicable).

## Document Management

Document Name and Reference	Behaviour Policy - Code of Practice-TDMPP052
Classification	External
Policy Ownership	This policy is owned by all relevant staff at TDM
Policy lead originator and point of contact in relation to its content:	Carly Barnes Quality Manager
TDM policy and procedure approval	Elizabeth Hoyos-Operations Director
Signature	
Date	23/02/2023

Version Control					
Issue Date	Revision Number*	Revision Date*	Revision Changes*	Initials	
10/02/21	n/a	n/a	First issue	EH	
10/02/21	1	23/02/23	Removal of reference to covid.	JJ	Feb 2024
10/02/21	1	06/12/24	Added to 'TDM Staff': <ul style="list-style-type: none"> <li>Follow the Whistleblowing Policy if something is seen or suspected of being wrong, including with regards to safeguarding.</li> </ul>	AR	Feb 2024
10/02/21	1	08/01/25	<ul style="list-style-type: none"> <li>Updated terminology of Performance and Development Coaches.</li> <li>Updated process on recording non-attendance.</li> <li>Updated use of seating plans.</li> </ul>	CB	Jan 2026
10/02/21	1	05/02/25	<ul style="list-style-type: none"> <li>Added 'Use of Cameras During Virtual Meetings/Learning Activities' section.</li> </ul>	AR	Jan 2026
10/02/21	1	13/02/25	<ul style="list-style-type: none"> <li>Added 'Employers (Apprenticeship Programmes)' section.</li> <li>Updated expectations of learners section.</li> <li>Updated what learners need to do if they cannot attend a course or coaching session</li> </ul>	EH/AR/JB	Jan 2026
10/02/21	1	06/03/26	<ul style="list-style-type: none"> <li>Updated wording to cover inclusion</li> <li>Updated wording in camera expectations to cover reasonable adjustments clearer.</li> <li>Updated safeguarding concerns into Serious Misbehaviour</li> </ul>	CB	Mar 2027