



BROMLEY ADULT EDUCATION COLLEGE

Learners Policy 2025-2026

Developing individuals and communities by providing accessible, high quality learning opportunities and skills training

Reviewed and approved by:	SMT
Date:	September 2025
Next review date:	August 2026

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Learner Charter

Bromley Adult Education College (BAEC) is committed to providing a first class learning environment. BAEC has a responsibility to all of its learners to provide high professional standards of teaching and a safe and motivating environment for learning.

Our learners also have to accept and undertake various responsibilities. These responsibilities form the basis of a Learner Charter that every learner, by enrolling on a BAEC course, agrees to observe and follow. The Learner Charter is important as it aims to ensure that everyone within BAEC works within an environment that is safe, supportive, secure and conducive to learning.

- Learner entitlement
- As a BAEC learner, you are entitled to the following:
- Friendly, courteous and efficient service at all times.
- Experienced, well trained teaching staff who continuously upgrade their skills.
- Help and support with any particular learning requirements you may have.
- Prompt and constructive assessment on your progress throughout your studies.
- An inclusive culture free of discrimination, harassment or bullying.
- A safe and pleasant learning environment, accessible facilities and appropriate resources for your studies in class and via remote/online learning.
- The right to feel respected and safe at all times.
- Prompt and rigorous action to deal with any discriminatory incident.
- Confidentiality and safe storage of your personal records in accordance with General Data Protection Regulations (GDPR) and Data Protection Act 2018 and as outlined in the BAEC Data Protection & Data Security Policy**
- Complaints to be handled swiftly and efficiently in accordance with the BAEC Customer Care Policy**
- Quality assurance procedures in line with OFSTED requirements.
- Clear, impartial and relevant information, advice and guidance before, during and after your course of study with us; including entry requirements, fees, additional costs and financial help.
- Clear and accessible communication with staff.

- Prompt notification of changes to courses, sessions, timings by text message, phone or email.
- The opportunity to give feedback on your course and BAEC as a whole.

Learner responsibilities

As a BAEC learner, you are expected to:

- Formally enrol for courses that you are attending and provide proof of enrolment/identity/eligibility when required.
- Attend all classes regularly and punctually, and let staff know if you cannot attend.*
- Show consideration to others and behave in a way that respects the needs of all staff and learners.
- Avoid language and behaviour that others find unkind, offensive or discriminatory.
- Observe all health and safety regulations throughout BAEC; including course specific health and safety requirements and emergency evacuation instructions.
- Help us by treating BAEC equipment, materials or buildings with respect; and by using resources efficiently.
- Recognise and respect BAEC policies and procedures.
- Recognise that the tutor has a responsibility for the learning of the whole group.
- Complete paperwork required by BAEC, exam boards and funding agencies promptly.
- Eat and drink only in designated areas within the centres (drinks in lidded cups may be taken into classrooms except IT suites).

The BAEC Learner Code of Conduct outlines the Disciplinary Procedure and the type of incident that may trigger further proceedings leading ultimately to withdrawal from BAEC.

*We endeavour to make reasonable adjustments to these requirements if regular attendance, punctuality or handling work on time is difficult due to a disability.

**copies of the BAEC Data Protection & Data Security Policy, BAEC Customer Care Policy and BAEC Learner Code of Conduct are available on the BAEC website or from Kentwood and Poverest Reception.

Safeguarding at BAEC

Bromley Adult Education College (BAEC) is committed to ensuring a culture of vigilance and a safe environment for all its service users and staff. BAEC works to ensure that safeguarding is part of a whole organisation approach with safeguarding, equality and diversity, Prevent duty awareness and the integration of 'Fundamental British Values' embedded into both the learner journey and staff practice and experience.

'**Safeguarding**' relates to the protection of children, young people and vulnerable adults. Safeguarding legislation requires policy, procedure and preventative measures to be in place to

protect young people and vulnerable adults from risk of harm. There is associated guidance to the legal framework for safeguarding and BAEC is committed to contextualising safeguarding procedures and ensuring best practice so that service users and staff are enabled to learn and contribute in a safe and supportive physical or virtual/online environment.

All providers of post-16 learning and skills have a responsibility to ensure the safety of children, young people and those adults deemed 'vulnerable'. A vulnerable adult is defined as a person 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of themselves or unable to protect themselves against significant harm or exploitation'.

Safeguarding of vulnerable adults is of paramount importance and BAEC seeks to ensure that a safe learning environment is available to all service users. In simple terms BAEC is committed to a culture of vigilance in which:

- We all look out for each other
- All staff and learners understand that 'it could happen here'
- All staff and learners know how to implement the safeguarding policy and why they have to do it
- Everyone accepts their responsibility and accountability for safeguarding
- Challenging others is acceptable and practised professionally
- Peer on peer abuse is not acceptable
- We work to empower learners and staff to safeguard themselves and develop their resilience
- Safeguarding is embedded across the life of the organisation
- Safeguarding is contextualised through partnership work
- Leadership of safeguarding is given at every level

BAEC as part of Bromley Council, will follow the Council's Multi Agency Safeguarding Vulnerable Adults Policy and Procedures.

To ensure the safeguarding of its service users and staff, all members of staff, tutors, classroom assistants and volunteers will have a relevant DBS check carried out.

For more information about Safeguarding, please refer to SAFEGUARDING AND PREVENT POLICY 2025-2026.

Attendance and Punctuality

Why a strong drive on attendance and punctuality matters

Good attendance improves learner outcomes.

- Missing classes, or part of classes, results in gaps in knowledge and understanding.
- Good attendance improves longer term development of skills over time.

- Regular attendance builds resilience and commitment over time, a key skill for successful study.
- Repeated lateness disturbs learning for the whole group.
- Persistent late arrival to class contravenes the BAEC's ethos of respect for oneself and others.
- Acquiring good punctuality habits supports progression into employment or further study.

For more information please refer to BAEC Attendance and Punctuality 2025-26.

Learner Code of Conduct

The Learner Code of Conduct is important to ensure that everyone in BAEC works within an environment that is safe, secure and conducive to learning and/or working.

Unacceptable behaviour is defined as 'any behaviour which impacts negatively on teaching, learning, assessment and/or working'. Whilst staff are urged to be sensitive to learners' individual circumstances, it must be emphasised that there are no exceptions in the application of the responsibilities outlined in this Code of Conduct.

This Code of Conduct lists each learner's responsibilities and describes the various stages in BAEC's response procedures. Learners are mostly following programmes of their own choice and all are part time. However, sometimes in adult education, problems can arise when a dominant or aggressive individual interrupts classes or learning activities, or causes disruption in social or reception areas.

This Code of Conduct should be read in conjunction with BAEC's Zero Tolerance Policy 2025-26.

Examples of unacceptable behaviour/misconduct:

- abusive language or intimidating verbal behaviour towards learners or members of staff, including online activity
- abusive or intimidating physical behaviour towards learners or members of staff
- deliberate misuse of, damage to, misappropriation or theft of any learning material and/or equipment, furniture, fittings or other property belonging to BAEC or its learners or staff
- abuse of computer facilities through installation of personal or illegal software or otherwise engage in other activities which may disrupt the computer network or infringe the Acceptable Internet Use Policy
- cheating or copying other learners' work
- anti social or disruptive behaviour e.g. any behaviour that infringes upon other learners' ability to learn
- infringement of intellectual property rights
- deliberate misuse of social media by posting unkind or misleading messages about the tutor, members of staff or other learners;

- posting photos without consent; deleting shared information without consent;
- engaging in abusive, derogatory or intimidating exchanges on topics unconnected with learning;
- sharing personal information with third parties without consent or engaging in any activity which disrupts learning or that others find unkind, offensive or discriminatory.
- smoking and/or vaping in the premises
- use of alcohol/drugs or being under the influence

Serious Incident

Examples might include wilful damage to property, downloading inappropriate material, physical violence, serious breach of health and safety, verbal or physically abusive behaviour.

A serious incident is dealt with by the most senior person on site and can lead to immediate dismissal from the premises. The police will be called (if appropriate) and or where it appears a criminal offence may have been committed.

BAEC Initial Response

When staff believe that a learner's persistence or behaviour means that The Zero Tolerance policy should be invoked, it will be the responsibility of the Head of Bromley Adult Education College to decide whether it is appropriate for BAEC to send a formal warning to the learner. The Head of Adult Learning should have sight of sufficient examples/details of the learner's conduct for them to be satisfied that a formal warning is appropriate.

Examples might include deliberate disruption in class or during online meetings, derogatory or inappropriate comments to staff or other learners (whether verbally or via email/social media/chat facility during meetings and on the BAEC website), littering, refusal to comply with agreed ground rules, follow tutor's instructions or comply with assignment/homework requirements.

Stage 1

A manager issues a **first** verbal warning informing the learner that their behaviour is unacceptable and infringes the BAEC Code of Conduct.

Stage 2

A senior manager issues a **second** verbal warning. A written report of the incident will be made. A formal letter is sent by the relevant senior manager with a copy to the tutor if involved.

Our Response - Restriction or Exclusion Stage

If the learner's unacceptable behaviour continues notwithstanding their receipt of a warning letter, or is of a sufficiently serious nature so as to justify BAEC moving straight to this stage, the matter may be referred to the Head of Service at the London Borough of Bromley.

The Head of Service should be provided with sufficient detail of the learner's conduct and of the attempts already made to persuade the learner to desist, as well as (wherever possible) a draft of any letter they are being asked to sign. The Head of Service should also be provided with a summary of the content and progress of any complaint, information request or other matter that is related to the conduct.

The Head of Service will review and consider the evidence provided. The outcome of this review may include one or more of the following:

- The issue is referred back to the BAEC management team with a recommendation for further intervention work before restriction or exclusion is considered.
- A recommendation for restriction or exclusion is submitted to the Director of Education for agreement.
- Details of the incident to be recorded on an AR3 form and submitted for inclusion on the Cautionary Contacts register. [Accident Report Form \(AR3\).doc](#)

Any restriction or exclusion action may include, but is not limited to:

- Requiring the learner to sign a written agreement (if appropriate, involving the relevant service head) setting out a code of conduct they will adhere to in order for BAEC to agree to continue dealing with the individual.
- Declining and/or blocking further contact with the learner, or other third parties on their behalf, save that the learner shall be permitted to communicate with BAEC through one specific email address and/or telephone number, when further communication will be acted upon as appropriate.
- Restricting contact to liaison through a third party and/or to specific days or times.
- Requiring any telephone calls or face to face meetings to be recorded.
- Informing the learner that BAEC has responded fully to the points they have raised, that BAEC has nothing more to add, that continuing contact on the matter will serve no useful purpose and that BAEC will not therefore be doing so.
- Temporarily suspending all contact with the learner, the response to a complaint or information request pending receipt of legal advice or guidance.
- Banning the learner from specific BAEC delivery sites, or all of them, if necessary by means of an injunction.
- Limiting or regulating the learner's use of BAEC's facilities and services.

The student will be informed in writing by the Head of Service of a restriction or exclusion, including the length of time the restrictions or exclusions will apply. The internal database will be updated with information about the restriction.

After Restriction or Exclusion

Review

The justification for continuing restrictions/exclusion will be reviewed by managers at the end of any agreed period or, if that is indefinite, on an annual basis to consider whether a more reasonable approach is being used by the individual and whether restrictive measures should be extended, altered or discontinued.

The learner will be informed in writing of the outcome of that review by a senior manager as soon as practicable following the conclusion of that review.

Monitoring

A list should be maintained of those learners currently subject to restrictions or exclusions by the Head of Bromley Adult education College or Head of Service. This will be kept in accordance with the Council's data protection policies. Anonymised information about those restricted/excluded under this may be included in reports.

Request to be derestricted

A learner whose dealings with BAEC have been restricted under the terms of this policy may write to the Head of BAEC requesting that some or all of those restrictions be lifted. The Head of BAEC will consult with such staff as they consider appropriate before deciding whether that request should be acceded to.

The learner will be informed in writing of the outcome of that review by the Head of BAEC as soon as practicable following the conclusion of that review.

Future unrelated complaints

Where the restriction/exclusion arose out of a complaint the learner raised with BAEC, the learner will not be automatically barred from raising concerns or complaints on an unconnected matter.

New complaints or requests will be treated on their merits and responsibility for determining whether such a complaint should be accepted and responded to by BAEC, falls to the Customer Care Team.

Learner Support

The purpose of the Support Policy is to ensure that learners and staff have access to appropriate and effective support, enabling them to fulfil their role within the organisation. BAEC is committed to making reasonable adjustments to support all learners and staff with support needs.

Aims of the policy

- To ensure an accessible and welcoming environment for all users
- To ensure a fair and consistent approach to providing the necessary support for all
- To ensure that all learners and staff have access to the information about support available
- To ensure equality of opportunity
- Financial support for learners
- Practical support in and outside the classroom for staff and learners

Information, advice and guidance

All learners will have access to information, advice and guidance via BAEC's website, from tutors and the administration office in the main centres verbally, by telephone, or by email. All learners will be given the opportunity to discuss their learner support needs confidentially. BAEC will ensure that all learners are provided with clear guidelines about eligibility for learner support funds.

Induction

To provide all learners with the important information about their course, the first session includes an induction. This covers essential course information as well as key information about BAEC and centre, safeguarding, customer care, additional learning support, emergency / evacuation procedures and other BAEC policies.

Supporting learning

BAEC is working continuously to provide improved learning facilities in class and support for learners outside the classroom. This includes:

- Computers with internet connection, speakers and interactive whiteboards in all standard classrooms in the main centres
- Computers for learners with free access to devices during opening times. Computer use is subject to learners' signing and agreeing to the BAEC Computer & Internet User Agreement
- Free wireless connectivity at the Kentwood and Poverest Centres (subject to reasonable usage for learning purposes)
- Google Workspace Education, including Google Classroom, to facilitate exchanges between learners and tutors outside the classroom, upload homework and assignment and receive feedback
- BAEC email accounts created for learners as appropriate, gmail based, which gives access to the Google Workspace for Education including Google Platforms such as Google Classroom, Meet and a range of online tools and applications

- Drop In Digital Sessions at both Kentwood and Poverest centres
- Ongoing support to access learning for courses delivered remotely
- Comprehensive programme of safeguarding and wellbeing workshops
- Dedicated classroom support assistants for SEND Learners and in other subject areas, as appropriate
- Support via volunteers in English and maths courses
- Specialist rooms for clothes making, cookery, drawing and painting, etching, stained glass and upholstery
- Demonstration of equipment in some specialist rooms e.g. art rooms, sugar craft and cookery
- Full compliance with government guidelines in response to national and local emergencies
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Financial support

Financial help may be available from the Learner Support Fund for books, equipment, child care or travel costs for those learners on accredited courses, who meet the GLA (Greater London Authority) criteria. BAEC may be able to provide limited financial help for learners on non-accredited courses, based on individual assessment of needs. We will provide clear information about the process of application and give clear reasons in cases of refused learner support applications.

If a course is 16 weeks or over, learners may be able to pay their course fees in two instalments. Further information is available via BAEC's reception staff.

Support for learners with disabilities

BAEC will take reasonable steps to support learners with the following: access to buildings or remote learning, pre-course visits, pre-course assessment, completing enrolment procedures, classroom support, adapting course materials, interpreter or note taker and examination support.

Extra support

English, maths, and language learners benefit from additional support from classroom based support assistants and/or volunteers. There is also progression support for learners who achieved Level 2 but are not sufficiently ready for GCSE in Pre-GCSE courses.

ESOL learners are supported through additional learning opportunities in workshops aimed at strengthening skills in spelling, literacy, numeracy, employability and Digital Skills.

All learners benefit from opportunities to enhance their CV writing , interview confidence and job seeking skills via Digital Drop In sessions, available at both centres.

For further information about anything relating to Learner Support, please contact Izabela Lecybyl, Head of Learner Support Services. izabela.lecybyl@baec.ac.uk