

Code of Conduct for Apprentices

1. Context

MGA provides an inclusive approach to learning. It believes that its apprentices should be treated with respect by their assessors and that apprentices should behave respectfully towards each other and anyone involved with their training programme.

This Code of Conduct is one of the core documents that each apprentice must read. It applies to all apprentices from the point of registration through to End Point Assessment.

It should also be read in conjunction with:

- a) the apprentice's employer's staff/employment handbook;
- b) the apprentice's training plan.

2. Summary

- The [Code of Conduct for Apprentices](#) sets out the expectations for an apprentice's behaviour in relation to:
 - showing respect and courtesy to others;
 - taking responsibility for their own learning;
 - keeping themselves and others safe.
- Breaches of the Code of Conduct will be treated as either [misconduct or gross misconduct](#). Either may lead to an apprentice being excluded from their programme(s) of learning.
- Where a breach of the code of conduct cannot be resolved informally at the time it occurs, or repeatedly occurs, a more formal [disciplinary process](#) will be followed.
- Apprentices are representing their own or employer's business whilst attending their apprenticeship.

3. MGA Code of Conduct for Apprentices

1) Apprentices should show respect and courtesy to others at all times. They must:

- Show respect and courtesy to all, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and/or sexual orientation.
- Show respect for other apprentices' development and understand that other apprentices may progress at different rates.

2) Apprentices are responsible for their own learning and development. They must:

- Show a positive commitment to their own development and learning.
- Attend all training/assessment events. Requests for postponement or rescheduling should be submitted to the assessor by email with at least two working days' notice; any unplanned absence should be explained within 24 hours, by email.
- Arrive punctually to all training and/or assessment events.
- Submit all assignments by the appropriate deadline. Extensions are at assessor's discretion and should be requested in advance, by email, with an explanation of the mitigating circumstances.
- Co-operate at all times with other apprentices, MGA staff, external assessors and with colleagues at their place of employment.
- Complete all necessary paperwork by the required deadline(s).

3) Apprentices should take all possible care to keep themselves and others safe. They must:

- Show respect for other people's property.
- Show respect for equipment, facilities and buildings, including their place of employment and training centre(s).

4) Apprentices must read and abide by the following related policies and guidance:

Respect and courtesy

- MGA Harassment and Bullying policy,
- Communication code of practice ([Appendix 1](#))
- MGA Equality and Diversity policy

Taking responsibility for Learning and Development

- MGA Plagiarism policy
- MGA Complaints procedure
- MGA Appeals procedure

Keeping themselves and others safe

- MGA Health and Safety policy
- MGA Safeguarding policy
- MGA Prevent policy

4. Misconduct

Any incident of misconduct or gross misconduct may result in an apprentice's suspension or exclusion from a programme of study.

Examples of misconduct in relation to respect and courtesy:

- Any breach of the MGA Harassment and Bullying policy, including any behaviour or language that is racially or sexually offensive or that is offensive to those with disabilities;
- Disorderly behaviour;
- Persistent use of foul language;
- Lying, dishonesty, lack of integrity or any action or behaviour resulting in a breakdown in trust and confidence in the apprentice;
- Any other action or behaviour that could bring the reputation of MGA into disrepute.

Examples of misconduct in relation to learning and development:

- Failure to attend training or assessment events without reasonable explanation or notice (2 working days, to be discussed and agreed by email with assessor);
- Failure to complete or submit assignments by the given deadline without reasonable cause (to be requested and agreed by email with assessor);
- Any actions or behaviour which prevents, obstructs, or disrupts teaching, learning or administration of tutor-led training/assessment or e-programmes;
- Breach of the MGA Plagiarism policy (key points are summarised in Appendix 2)
- Failure to follow any reasonable instructions and requests made by a member of MGA staff, external assessor or work colleague;
- Disruption to a training course or assessment that affects other apprentices on the programme, either directly or by lack of cooperation;
- Interference with software belonging to or used by the place of employment or MGA.
- Misuse or unauthorised distribution of intellectual property belonging to MGA or its appointed agents, including programme content, printed and digital support material.

Examples of misconduct in relation to health and safety:

- Failure to follow Health & Safety Regulations;
- Causing damage to the premises or equipment of MGA or the place of work;
- Causing damage to the property of another apprentice, MGA staff, external assessor or work colleague.

Examples of gross misconduct:

- Threatening behaviour or violence towards another apprentice or member of MGA or employer's staff;
- The serious or persistent use of verbal abuse, aggressive tone and/or language and swearing/foul language;
- Failure to follow health and safety instructions that causes or may serious injury or death;
- Drunkenness or illegal use of drugs whilst on work premises or while attending a training course/assessment;
- Any other activity that is classified as illegal whilst at their place of work or while attending a training or assessment event.

All examples of misconduct will be subject to the following disciplinary procedures.

5. Disciplinary Procedures

In cases of general misconduct in a learning setting, the assessor or member of MGA staff will raise the issue with the apprentice immediately, ask them to stop, and, where appropriate, discuss ways to prevent this or similar behaviour occurring.

If behaviour continues to be unacceptable or disrupts the learning of others, the apprentice may be asked to leave the training room pending further discussion or consultation with their employer.

In cases of gross misconduct in a learning setting, the apprentice will be asked to leave the site immediately and the incident reported to the apprentice's HR lead (or individual detailed in the apprentice's employment handbook). The findings from any investigation by the employer may, at the discretion of the Apprenticeship Manager, result in the apprentice being removed from the programme.

In the event of students failing to attend classes, assessments, or submit assignments on time, the following interventions will take place:

- First incident – Assessor to remind apprentice of their responsibilities under this policy
- 2 incidents – Assessor to alert the Apprenticeship Manager
- 3 incidents – performance management target for the apprentice
- 4 incidents – meeting between Apprenticeship Manager and apprentice
- 5 incidents – meeting between Associate Head and apprentice; if a decision is taken to remove the apprentice from the programme, a formal investigation will take place, as described below.

Where the Apprenticeship Manager decides to remove an apprentice from a programme, a formal investigation will take place.

- The apprentice has the right to state their case at a meeting before a decision is made.
- They have the right to submit a written statement.
- They have the right to be accompanied by another person at the meeting.
- Statements should also be provided by assessor and any eyewitnesses.
- The incident and evidence will then be discussed in confidence by the Apprenticeship Manager, a representative of the employer (e.g. Headteacher or HR), the assessor and the apprentice's Line Manager.
- A written summary of the findings will be given to the apprentice. Should the apprentice disagree with the reasons for exclusion, they have the right to see any material on file and if it is found to be incorrect, to request its removal.

Where it is found that an apprentice was removed from a course with due cause, they will only be accepted back onto future learning programmes on the condition that their behaviour improves. No refund or credit will be made for loss of places (or other bookings) where an apprentice has been refused future training.

The apprentice has the right to appeal the decision using the procedures outlined in the MGA Appeals Policy.

All instances of actual physical abuse or threatening behaviour towards any apprentice, or member of MGA staff will be reported to the police as an assault.

In the event of hostile behaviour towards any external trainer, host venue staff or members of the public, or involvement in suspected illegal activity, MGA will support any decision by an individual or organisation to contact the police.

Emergency notification contacts:

Name	Address	Contact number
Jackie Evans, Apprenticeship Manager	Jackie.evans@manorgreenschool.co.uk	01628 513800 (main switchboard)
Yvonne Meade DSL	Yvonne.meade@manorgreenschool.co.uk	01628 513800 (main switchboard)

6. Promoting awareness of the Code of Conduct

We will raise awareness of this document via:

- Staff and apprentice induction
- Publication on the MGS website (MGA staff and internal apprentices)
- Publication on Qualsdirect (external apprentices)

7. Public Sector Equality Duty (Equality Act 2010)

MGA believes this policy does not prioritise or disadvantage any apprentice.

8. Monitoring and review

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

The Code will be reviewed annually, taking into account any changes to legislation, guidance or operational procedures.

The Local Governing Board approved this policy on May 21 2026.

Signed: Colin Hayfield, Chair of Governors

Signed: Helen Hannam, Headteacher & Principal

Date of review or revision	Description	Author or reviewing officer
November 2023	New policy	Jackie Evans
April 2024	Revisions to list of policies each apprentice must read; clarification of conduct expectations; layout changes and improvements to readability	Kate Hartup/Jackie Evans
February 2025	Addition of interventions for missed classes/assignments; APT changes	Kate Hartup
May 2026	Annual review	Kate Hartup

Date of next review: May 2027.

Appendix 1

Communication Code of Practice

The following points apply to all forms of written electronic communication. These include email, text or other form of messaging and any communication on social media sites.

- 1) All messages sent must show tolerance and respect to all potential recipients. Any offensive remarks and/or material could be viewed as harassment, whether or not this was the intention of the sender. Examples of this include:
 - E-mails/ messages written in an insensitive or inappropriate manner;
 - E-mails/ messages where an inappropriately familiar tone is used;
 - A bombardment of emails/ messages containing demands and deadlines;
 - E-mails/ messages of a sexual nature with lewd comments, pictures and jokes ;
 - E-mails/messages that also copy other individuals into the conversation with the intent of humiliation.
- 2) To ensure no communication could be regarded as harassment, staff and apprentices should use the following good practice.
 - **Always consider whether you are using the most appropriate medium for the message you wish to deliver.** Some communications, especially to those of a sensitive or potentially confrontational nature, are best dealt with in-person or over the telephone;
 - **Be polite:** follow the same standards of behaviour as you would if writing a formal letter. For example, **swear-words must not be used**, even if you might use such words in conversation with the person to whom you are sending an email.
 - **Use humour with care:** not everyone will appreciate it and without voice inflection and body language, mail messages can be easily misinterpreted.
 - Similarly, always remember that it is difficult to convey tone of voice, irony or sarcasm via e-mail/messages and that it is therefore much easier to offend people.
 - Never write anything that you would not say to the recipient's face.
 - **Do not use capital letters out of context.** Words that are all in capitals are considered to be shouted and as such may be regarded as being rude.

What is plagiarism?

Plagiarism is when you present someone else's ideas, words or work as your own. Although most plagiarism is unintentional, only original and correctly referenced work can be assessed.

Key points to remember

The work you submit for assessment must be your own. Your assessor will be able to tell if you have used AI, copied text from the internet, or copied someone else's work.

- **Do not copy large amounts of text word for word from the internet or other sources:** you must put things into your own words. This is a skill that takes practice. If you find it difficult, ask your assessor for help.
- **You must not use AI software (such as ChatGPT) to write your assignments.** You can use AI software to **plan** your answer, but the text must be your own. You may also use AI to improve your grammar and/or writing style.
- **You MUST keep a draft of your work** before making AI improvements to style/grammar.
- If more than 20% of your assignment is written using AI, it may not be marked.
- **You must give credit to the original source of your ideas.** Use the Harvard Referencing system given at induction. Things you must give credit for include:
 - Books, articles and reports
 - Quotes
 - Paraphrases of someone's spoken or written words
 - Ideas
 - Facts
 - Data and statistics

What to do if you find writing your assignments difficult

- 1) It takes practice to learn to put things into your own words and to use the Harvard Referencing system properly. If you find it difficult, ask your assessor for help.
- 2) It may also be possible to pass an assignment by another method. This needs to be agreed with your assessor, but could include:

- Professional discussion
 - Work product (e.g. evidence of you meeting assignment criteria in practice)
 - Observation by your assessor or mentor
 - Witness testimony (from someone senior to yourself)
 - Recognition of other learning via certification
- 3) If you have evidence of a need for learning support (e.g. a dyslexia diagnosis), your assessor will meet you more often. Normally, this would be identified at your initial assessment, but if your needs change during the apprenticeship, please speak with your assessor.