

CAYMAN ISLANDS NATIONAL COACHING ACADEMY*Building Champions On and Off the Pitch***DISRUPTIVE LEARNER POLICY**

Standalone Policy · 2026 Edition

Keeping every session safe, respectful and productive

Policy title	Disruptive Learner Policy
Owner	Academy Director, Cayman Islands National Coaching Academy
Applies to	All instructors, participants, staff, contractors & volunteers
Edition	2026
Review cycle	Annual, or earlier if required
Related documents	Code of Conduct; Safeguarding & Child Protection Policy; Equal Treatment Policy; Learner Complaints Procedure

Our commitment

Every learner has the right to a safe, respectful, and focused learning environment. This policy helps instructors prevent, manage, and resolve disruptive or disengaged behaviour fairly, calmly, and consistently — so that learning is never spoiled for others.

DISRUPTIVE LEARNER POLICY**1. Purpose**

The Cayman Islands National Coaching Academy (CINCA) is committed to a positive, productive learning environment for everyone. This policy sets out how the Academy and its instructors prevent and manage disruptive, disengaged, or uncooperative behaviour during its programmes — fairly, proportionately, and consistently — while protecting the learning experience of all participants.

2. Policy Statement

The Academy will:

- set clear expectations of behaviour from the outset;
- create engaging sessions that reduce the likelihood of disruption;
- respond to disruption calmly, respectfully, and proportionately;
- treat every learner fairly and without discrimination; and
- protect the safety and learning of the wider group at all times.

3. Scope

This policy applies to all of the Academy's learning activities — classroom, on-field, and online — and to everyone taking part in or supporting them: participants and coaches in training, instructors, staff, contractors, and volunteers. It is read together with the Code of Conduct, which all participants agree to.

4. Definitions

Disruptive behaviour: Conduct that interferes with teaching, learning, or the safety and enjoyment of others.

Disengaged (disinterested) learner: A participant who is withdrawn, inattentive, or not taking part, without being openly disruptive.

Low-level disruption: Minor behaviour such as talking over others, lateness, or phone use during sessions.

Serious disruption: Behaviour that is threatening, abusive, discriminatory, unsafe, or persistent despite warnings.

5. Our Approach

The Academy's approach is preventative first and disciplinary last. Instructors aim to understand the cause of behaviour, keep responses calm and respectful, address issues privately where possible, and treat removal from a session as a last resort. Responses are always proportionate to the behaviour and consistent for all learners.

6. Examples of Disruptive or Disengaged Behaviour

Type	Examples
Low-level disruption	Talking over the instructor or others, lateness, phone use, and off-task chatter.
Disengagement	Withdrawn body language; not participating; distracting others quietly.
Non-cooperation	Refusing to take part in activities; ignoring reasonable instructions.
Serious misconduct	Aggression, threats, abusive or discriminatory language, or unsafe behaviour.

7. Preventing Disruption

Most disruption is prevented by good session design and clear expectations. Instructors will:

- agree on ground rules and expectations with the group at the start;
- keep sessions active, practical, varied, and well-paced;
- involve participants and check understanding regularly;
- build positive, respectful relationships with learners; and

- recognise effort and contribution to keep motivation high.

8. Managing Disruption – Staged Response

Where disruption occurs, instructors follow a calm, staged response, escalating only as needed:

Stage	Instructor action
1 • Non-verbal	Use eye contact, proximity, or a pause to refocus the learner.
2 • Gentle reminder	Quietly restate the expectation and redirect to the task.
3 • Private word	Speak with the learner privately, understand the cause, and agree on a way forward.
4 • Clear warning	Make clear that the behaviour must stop and explain the consequences if it continues.
5 • Removal/escalation	Remove the learner from the activity and refer to the Programme Director.

9. Managing Disengaged Learners

A disinterested learner is engaged, not punished. Instructors will check whether there is an underlying reason (such as difficulty, fatigue, or a personal issue), adjust the task or grouping where helpful, give the learner a role or responsibility, and offer encouragement and a quiet check-in. Reasonable adjustments are made consistent with the Equal Treatment and Disability Discrimination policies.

10. Instructor Guidance and Responsibilities

Who	Responsibilities
Instructors	Set expectations; prevent and manage disruption calmly and fairly; keep the group safe; report serious incidents.
Academy Director	Supports instructors; handles escalations and removals; ensures consistency and fairness.
Participants	Follow the Code of Conduct; respect instructors and fellow learners.
All persons	Help maintain a respectful, inclusive, and focused environment.

11. Safeguarding and Fairness

Instructors remain alert to the possibility that challenging behaviour may signal an underlying welfare or safeguarding concern, particularly with children and young people. Such concerns are referred immediately to the Safeguarding Officer. All responses are free from discrimination and consistent with the Equal Treatment Policy; learners are never humiliated or treated less favourably because of who they are.

12. Serious or Persistent Disruption

Where behaviour is serious, unsafe, or persists despite the staged response, the learner may be removed from the session and, in line with the Academy's procedures, suspended or removed from the programme. Any refund

is handled under the Money-Back Guarantee Policy. Serious incidents are documented and, where the law requires, referred to the appropriate authorities.

13. Records and Reporting

Instructors record significant disruptive incidents and the action taken, and report serious incidents to the Academy Director promptly. Records are kept securely and handled under the Data Protection & Confidentiality Policy, and are used to support fairness, consistency, and improvement.

14. Related Policies

This policy should be read together with the Code of Conduct, the Safeguarding & Child Protection Policy, the Equal Treatment Policy, the Disability Discrimination Policy, the Learner Complaints Procedure, and the Data Protection & Confidentiality Policy.

15. Review

This policy is reviewed at least annually by the Academy Director, or sooner where experience, law, or guidance indicates that change is needed.

Document control	Detail
Policy title	Disruptive Learner Policy
Owner	Academy Director, Cayman Islands National Coaching Academy
Edition	2026
Review cycle	Annual, or earlier if required
Related framework	CINCA Policy Manual 2026