

BHASVIC

STUDENT BEHAVIOUR POLICY

Last Updated: MAY 2026

Review Date: MAY 2027



STUDENT BEHAVIOUR POLICY

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1. Policy Statement

1.1 BHASVIC is a post-16 college and a professional learning community. Our vision is to be a contemporary, creative, learning environment in which students and staff are able to learn, work and thrive together. We value learning, respect, inclusivity and collaboration, and we expect all members of the college community to act in ways that uphold these values.

1.2 This policy is grounded in relationship-based, attachment-aware practice and has been developed with input from staff, governors, students, parents and carers. It reflects our commitment to inclusion, equity and the emotional wellbeing of the whole college community.

1.3 We believe that high standards of behaviour are central to effective learning. A calm, purposeful and respectful environment enables students to develop as independent learners and prepares them for higher education, employment and adult life.

1.4 By choosing to study at BHASVIC, students agree to meet the expectations set out in the College Contract and Student Code of Conduct (Appendix A). This reflects a shared commitment between the student and the college to maintain a community in which everyone can learn safely, confidently and successfully.

1.5 Students at BHASVIC are treated as young adults. We expect them to take personal responsibility for their behaviour, attendance, engagement and choices, and to reflect on how their actions affect others. In return, the college commits to providing clear expectations, appropriate support and fair, transparent processes when difficulties arise.

2. Policy Scope

2.1 This policy applies to all BHASVIC students and to all college-related contexts, including on-site, off-site and online activity.

All members of staff are responsible for implementing the policy fairly and consistently.

Further guidance is provided through associated procedures, policies and student information published on the college website and the MyBHASVIC App.

2.2 All staff have a shared responsibility to promote positive behaviour and to contribute to a safe, respectful learning environment. This policy provides a clear framework to support staff in responding confidently, proportionately and consistently to behavioural concerns.

2.3 In line with the Instrument and Articles of Government, the Corporation is required to establish rules concerning student conduct, including procedures for suspension and exclusion. This policy sets out those expectations and procedures.

2.4 Overall responsibility for student behaviour rests with the Principal. Only the Principal, or a formally delegated senior leader, has the authority to suspend or permanently exclude a student on disciplinary grounds.¹

3. Policy Aims

3.1 The aims of this policy are to:

- Create a safe, inclusive and respectful learning environment that supports high expectations and positive relationships across the college community.
- Promote student responsibility, self-discipline and accountability, recognising that learning behaviours such as attendance, engagement and meeting deadlines are central to success post-16.

¹ The Principal may delegate authority for temporary exclusion (i.e., suspension) to the Deputy Principal, Vice Principals, Guidance Team, Heads of Faculty or Senior Support Staff Manager (e.g., Head of Student Experience; Head of Student Support). The Principal may delegate authority for permanent exclusion to the Deputy Principal or Vice Principal (Student Services).

- Ensure that expectations and responses to behaviour are clear, fair and consistently applied, with a strong emphasis on early support, restorative approaches and proportionate intervention.

4. Policy Principles and Approach to Behaviour

4.1 BHASVIC's mission is to transform lives through learning. The college promotes a culture in which high expectations are balanced with strong support. Students are encouraged to develop as independent learners who understand the impact of their actions on themselves and others.

4.2 Students are responsible for meeting the expectations set out in the College Contract and Student Code of Conduct (Appendix A). Agreement to these expectations is a condition of enrolment. Expectations are communicated clearly through induction, tutorial and college systems, and are reinforced through the college's shared values.

4.3 The college recognises that most challenges in post-16 education relate to engagement rather than misconduct. The most common barrier to academic success is disengagement. Attendance, punctuality and completion of work are central to success, and are underpinned by respectful relationships, kindness and effective communication across the college community.

4.4 Where students have trouble meeting expectations, the college will respond with timely, structured support. This is normally delivered through the Support Plan system (graduated intervention) (Appendix B), which:

- identifies concerns
- sets clear targets
- outlines support
- defines shared responsibilities

Support Plans are not punishments. They are designed to remove barriers and restore successful engagement.

4.5 Support Plans are structured using a staged, graduated approach, typically moving through Yellow, Amber and Red levels. Where necessary, this may lead to a consideration of 'sustainable study'. The Support Plan process is collaborative and involves discussion between the student and relevant staff. Support Plans may be implemented at subject level or, where concerns are more widespread, as a cross-college plan covering multiple areas, including tutorial and broader aspects of college engagement.

4.6 Where a Support Plan reaches 'Red' and continued study may be at risk, parents or carers will normally be informed, unless there are exceptional circumstances. At this stage, expectations are clear and students must demonstrate sustained improvement. Failure to meet a subject-based red support plans, despite help and support, will normally result in withdrawal from that course. Where a cross-college red support plan is not met, the college may determine that continued study is no longer sustainable, which may lead to the student being asked to leave or permanently excluded (see Appendices B, C, D and E).

4.7 Decisions about whether continued study remains sustainable are professional judgements made in the educational interests of the student and the wider college community. These decisions are never taken lightly and are informed by evidence, consultation and, where appropriate, risk assessment.

4.8 The college will act decisively where behaviour, attendance or engagement raise concerns about safety, impact on others or the sustainability of continued study. Where supportive strategies are ineffective, or where serious or gross misconduct occurs, formal disciplinary procedures may be necessary (Appendix C).

4.9 Permanent exclusion of a student is the last resort in the behaviour or 'sustainable study' process, although there will be occasions when it is appropriate to temporarily exclude or suspend a student as a first step in a behaviour management process. This may include temporary exclusion to help manage risk to self or others, pending further supportive intervention, risk assessment or support planning (see Appendix C).

4.10 The authority to suspend or permanently exclude a student rests with the Principal, or a formally delegated senior leader. The student, and their parent or carer, will be informed in writing as soon as possible following such a decision. For students under 18, the college will not normally require them to leave the premises until all reasonable attempts have been made to contact a parent or carer by telephone.

4.11 Students have the right to appeal a permanent exclusion. Where the student is under 18, this right may be exercised by a parent or carer. Appeals are considered by the Corporation. The exclusion procedures, including appeals procedure are attached as Appendix E.

4.12 Students under 18 will normally be accompanied by a parent or carer in disciplinary or behaviour management processes. Students aged 18 and over may be accompanied by a 'Family Representative', such as a friend, relative, member of staff or another supporter. Legal representation is not normally permitted except in exceptional circumstances, as outlined in Appendix E.

4.13 All actions will be carried out fairly, proportionately and without discrimination, in line with the Equality Act 2010.

5. Roles and Responsibilities

5.1 Students are expected to uphold this policy, adhere to the College Contract and Student Code of Conduct (Appendix A) and contribute to a safe and respectful environment, both on-site and online.

5.2 All staff are responsible for implementing this policy consistently, promoting positive behaviour, addressing and reporting concerns promptly, and supporting students involved in any incident.

In all cases staff will:

1. Address behaviour immediately and calmly
2. State the expectation clearly
3. Provide the opportunity to self-correct
4. Record concerns where required
5. Escalate in line with staged Support Planning process

5.3 The Vice Principal (Student Services) is responsible for ensuring that this policy and its procedures are clearly communicated and effectively implemented.

5.4 Senior leaders (primarily the Vice Principal Student Services) and delegated staff, including the Head of Guidance, Guidance Team and relevant curriculum and support managers, are responsible for applying 'sustainable study' processes and disciplinary procedures following incidents of concern

5.5 The Vice Principal (Student Services) ensures that exclusion procedures, including temporary exclusions or suspensions are followed appropriately and that the Principal is informed in cases of serious misconduct requiring formal investigation or potential permanent exclusion.

5.6 The Governing Body ensures that policies and procedures promote high standards of behaviour and wellbeing, minimise risk, and are regularly reviewed to reflect the college's values and priorities.

6 Monitoring and Review of Policy

6.1 This policy will be reviewed every year and involves consultation with student representatives.

Key areas of Behaviour and Conduct

7 Student Attendance

7.1 Regular attendance and punctuality are essential learning behaviours in post-16 education. Students who attend consistently and arrive on time are significantly more likely to succeed academically, develop independence and progress confidently to higher education or employment. This policy aims to assist all students to take responsibility for their full and prompt attendance at college.

7.2 Attendance and punctuality are not solely academic matters. Persistent absence or lateness may also be an indicator of safeguarding, wellbeing or support needs. The college therefore treats attendance as both a learning expectation and a safeguarding consideration, responding proportionately and supportively where concerns arise.

7.3 BHASVIC is a full-time, face-to-face learning environment. Attendance and punctuality are a core part of the College Contract and a shared professional responsibility. Poor attendance or punctuality impacts not only the individual student but the learning experience of others.

7.4 This policy applies to all state-funded daytime students and is implemented by teaching staff, personal tutors, the Attendance Team, Guidance Managers and Student Services. Expectations and procedures are clearly communicated to students, parents and carers through induction, published guidance and ongoing review.

7.5 With the importance of attendance in mind the college aims to:

promote high levels of attendance and punctuality across all guided learning commitments

- discourage unauthorised absence and ensure expectations are clear to students and parents/carers
- identify and support students experiencing genuine barriers to attendance
- intervene early where engagement declines
- meet safeguarding and funding responsibilities
- apply expectations consistently, fairly and transparently ensuring all actions are non-discriminatory, take account of individual circumstances and ensure no group is disadvantaged.

8. Student Attendance: Expectations

8.1 Students are expected to:

- attend and arrive punctually to all scheduled lessons, tutorials and compulsory activities including Progression week and Skills week
- engage fully with the Directed Study Programme, including Personal Development activities such as Student Conferences
- maintain attendance of **90% or above** across their study programme

8.2 Issues with attendance and punctuality are likely to impact achievement and will normally trigger structured intervention.

8.3 The primary mode of teaching and learning at BHASVIC is **in-person and on-site**. Digital platforms are used to enhance learning, not to replace attendance. The college is not resourced or designed as a distance-learning provider. Short-term flexibility may be offered in exceptional circumstances; however, prolonged remote study is unlikely to be sustainable and may lead to subject removal or a review of continued study at the college.

9. Student Attendance: Absence

9.1 Students are expected to:

- attend all lessons and tutorials unless absence has been reported via the Parent Portal/Cedar in line with the procedures outlined at induction, on the website and on the MyBHASVIC App.
- take responsibility for clear communication about absence and for catching up on missed work promptly, ideally before the next lesson

9.2 Absence exceeding 10% within a term will normally be considered a concern and addressed through the Support Plan process.

9.3 Attendance is monitored regularly, with Guidance and Attendance teams identifying emerging patterns and concerns. Personal Tutors review attendance as part of standard monitoring processes, and appropriate interventions may include both support and, where necessary, formal outcomes.

9.5 High levels of absence

- Where students experience high levels of absence, the college will seek to support them to succeed and will make reasonable adjustments where possible. The support offered reflects what can be sustained within the college's available resources.
- There may be a point at which continued study is no longer in the student's educational interests and becomes unsustainable (see Appendix C). Educational interests refer broadly to a student's development, but centrally to their likelihood of achieving success in their studies.
- Decisions about educational interests are made by relevant college staff, informed by available evidence and, where appropriate, the views of other stakeholders. Where absence significantly affects

a student's ability to succeed, and this does not improve despite support, the student may be asked to leave.

9.4 Where absence remains a significant concern and does not improve despite support, the college may determine that continued study is no longer sustainable. This may result in withdrawal from a subject or, where concerns are broader, from the college. Decisions are made by the Guidance Manager in consultation with the student and, where appropriate, parents/carers.

9.5 In some cases, where a student has been asked to leave, a re-start may be considered, although this is not guaranteed. This will usually apply where the underlying causes were beyond the student's control, such as significant ill health, and where there is clear evidence that these issues are unlikely to recur or can now be effectively managed.

A re-start is unlikely where concerns relate to motivation, engagement or behaviour. Decisions will consider whether a return is in the student's educational interests, particularly their likelihood of future success.

In all cases, the college will consider whether continued study is sustainable, in line with the Sustainable Study Position Statement (Appendix C).

10. Student Attendance: 16-19 Bursary

Awards from the 16–19 Bursary Fund are dependent upon students maintaining appropriate levels of attendance, engagement and behaviour, in line with Department for Education rules.

The college has a statutory responsibility to ensure bursary funding is allocated and retained appropriately. Where attendance or engagement falls below expected levels, bursary payments may be reduced, paused or withdrawn following review and communication with the student.

11. Student Attendance: Specific Roles and Responsibilities

- **Students** are expected to follow attendance procedures and communicate promptly about any issues affecting attendance or punctuality.
- **Parents and carers** are encouraged to support attendance expectations (including by not arranging family holidays during term time), monitor engagement, and communicate with the college where concerns arise.
- **All staff** are responsible for applying attendance procedures consistently and supporting positive student engagement.
- The **Attendance Team** monitors attendance daily and follows up on unexplained absence or emerging concerns with students and parents/carers and works closely with Guidance Managers to identify patterns of absence.
- **Teachers and tutors** record attendance accurately, identify concerns early, and support improvement through conversations, clear expectations and, where appropriate, Support Plans
- **Guidance Managers** monitor cohort attendance, oversee cases where attendance is a significant concern and make decisions regarding continued study, in consultation with students, parents/carers and staff.
- **The Student Support Team** provides advice and support where attendance concerns are linked to wellbeing and safeguarding, contributing to wider decisions about sustainable study (see Appendix C).
- **The college** will meet its obligations under the SEND Code of Practice and will make reasonable adjustments where absence is unavoidable. These adjustments will be proportionate and reflect what can be sustained within the college's resources, while ensuring that continued study remains achievable and educationally appropriate (see Appendix C).

12. Bullying and Harassment: aims, scope and procedures

12.1 The college is committed to equality, diversity and inclusion and does not tolerate bullying or harassment in any form. We aim to create an environment where all members of the community feel safe, respected and confident to raise concerns, knowing they will be taken seriously and addressed appropriately.

12.2 The college values diversity and promotes positive, respectful relationships. All students have the right to learn in an environment that is inclusive, safe and free from intimidation or discrimination. The college is committed to preventing bullying and harassment and its commitment to equal opportunity is enshrined in its Equality, Diversity and Inclusion Policy.

12.3 Under the Equality Act 2010 (which incorporates the Human Rights Act 2000, Race Relations Act 1976, Sex Discrimination Act 1975 and the Protection from Harassment Act 1997), every student is personally liable if they are involved in discriminating against or harassing someone else.

12.4 Allegations of bullying or harassment are treated seriously and will be investigated. Where concerns are upheld, this is likely to result in disciplinary action.

12.5 The college will take measures to ensure that any student raising a genuine concern under this policy is not victimised as a result of investigations and/or actions taken in response to their concerns.

12.6 Malicious or knowingly false allegations of bullying and harassment are also taken seriously and may result in disciplinary action.

12.7 Allegations involving the bullying or harassment of staff by student/s are treated with equal seriousness and, where substantiated, will lead to disciplinary action

12.8 Scope of Investigation The college will normally investigate incidents involving members of its community that occur on-site, during college activities, or online where there is a connection to the college.

12.9 This policy applies to all students. Separate procedures apply to staff through the Dignity at Work policy

12.10 Incidents of bullying or harassment which involve:

one or more BHASVIC student(s) and any member of staff (including temporary staff and volunteers), student(s) at the college and any person(s) the college considers a local neighbour or resident, both parties who are students at the college;

are within the scope of this policy for investigation and/ or action by the college

12.11 Incidents involving individuals outside the college community are not normally investigated under this policy. However, advice and guidance will be offered to those affected.

12.12 Where relevant, such incidents may still be considered as part of a risk assessment relating to student safety and wellbeing. The college may take preventative or protective action where behaviour presents a risk to individuals or the wider community.

12.13 This policy applies to behaviour in all contexts, including in person and online

13. Bullying & Harassment: Procedures

If a student or other person at the college experiences, or witnesses, bullying either in college or online, the most important thing to do is report it.

Students can contact their Personal Tutor, Guidance Manager, Student Support team in the Student Services Centre, or any other member of staff. To report via email, use safeguarding@bhasvic.ac.uk or contact Reception (dial 0 or 1).

Further information is available on the 'Student Support' sections of the main college website and MyBHASVIC App as well as posters around the campus.

14. Social Media Policy

14.1 Copied below are expectations of students regarding their social media use and behaviour.

Students must be conscious of the need to maintain the terms and conditions of their College Contract when using social media, specifically:

"We take pride in belonging to the college and recognise we are ambassadors for the good name and reputation of the college as a whole. This applies both on and off-site and on and off-line. We will show consideration for others and... engage positively with ...the community."

And

"Bepolite and respectful in all interactions and be aware of the way in which your behaviour and communication impacts on the reputation of the college. "

15. Online Conduct

15.1 Students are expected to use social media and online platforms responsibly and in line with the expectations set out in the College Contract. This includes:

- acting in a way that does not damage the reputation of the college or its community
- making a clear distinction between personal views and those of the college
- respecting the privacy of others and not sharing personal information without consent
- communicating respectfully and not using online platforms to intimidate, offend, or harm others
- showing consideration when sharing images, video or other media involving members of the college community

15.2 Expected Approach - Students are expected to act in a professional, responsible and respectful manner online by:

- upholding the commitments set out in the College Contract
- ensuring that communication and content shared online is accurate, appropriate and considerate

15.3 Unacceptable Conduct - Students should not:

- engage in online behaviour that damages the reputation of the college
- present personal opinions as representing the college
- share personal or sensitive information about students or staff
- use digital platforms to target, harass, abuse or defame others

16. Substance Misuse: statement, aims and scope

16.1 The college aims to create an environment and culture of respect for health and professionalism in both our students and staff. The college is committed to promoting wellbeing in students and the prevention of illegal activities and the harmful consequences associated with substance misuse. It is our view that the use and misuse of drugs and alcohol by those studying at the college can cause problems for the individual, those immediately concerned with them, and the broader community.

16.2 Our approach combines education, early identification of need and access to appropriate support. We work to raise awareness, promote informed decision-making, and, where appropriate, signpost students to specialist services

16.3 The college operates a no-smoking site. Smoking and vaping are not permitted on college premises or in the immediate surrounding areas, including entrances, exits and pathways

16.4 Where smoking, vaping or related behaviour creates disruption or risk, staff may require individuals to move away from the site in order to maintain a safe and respectful environment.

16.5 Smoking and vaping onsite and in the buildings present risks to health and wellbeing and may also

disrupt college operations. Indoor use activates fire safety systems, leading to evacuation and unnecessary demand on emergency services.

16.6 Failure to meet these expectations will be addressed in line with the Behaviour Policy. Where behaviour presents a significant risk to self or others, it is likely to be treated as serious misconduct and may result in immediate suspension

16.7 This policy applies to the misuse of drugs, alcohol, tobacco and other substances, whether legal or illegal, where use results in harm, impairment or risk. 'Illegal drugs' are defined in accordance with the Misuse of Drugs Act. References include alcohol, tobacco, prescribed and non-prescribed medication and novel psychoactive substances.

16.8 This policy applies to all students, regardless of age, and across all college-related contexts. Each case will be assessed by a college manager, taking account of risk, context and individual circumstances.

16.9 The policy applies across all college settings, including the campus, work placements, trips and other college-related activities.

16.10 This policy aims to ensure that we:

- promote awareness of the risks associated with substance misuse
- identify and respond to potential harm, risk or vulnerability
- support student wellbeing and access to appropriate help
- maintain a safe, respectful learning environment
- respond appropriately to behaviour that breaches the College Contract or the law

17. Substance Misuse: procedures

To meet these aims, the college will:

- provide education and guidance on substance misuse and its impact
- identify concerns early and take proportionate action to support or manage risk
- work in partnership with relevant external services where appropriate
- ensure staff are trained to recognise and respond to substance-related concerns
- respect student autonomy where this does not conflict with safeguarding or legal duties
- ensure decisions reflect the safety of individuals and the wider college community

18. Substance Misuse: Incident Management

Incidents involving substance misuse may include:

- intoxication or impaired behaviour affecting learning, judgement or safety
- aggressive, disruptive or unsafe behaviour linked to substance use
- changes in behaviour that may indicate underlying need, vulnerability or wellbeing concerns
- patterns of concern that may overlap with safeguarding or mental health issues
- possession, use or supply of illegal substances
- pressure placed on others to obtain or use substances

18.1 All incidents will be managed in accordance with the Student Behaviour Policy and associated procedures. Where substance misuse raises safeguarding concerns, the Safeguarding and Child Protection Policy will take precedence

18.2 Where there is reasonable belief that a criminal offence may have occurred, the college will consider referral to the police. This is normally the case where illegal substances are suspected.

18.3 Serious or high-risk incidents will be referred to a senior manager to determine appropriate action, with input from relevant safeguarding or support teams as required.

18.4 Any search or confiscation will be carried out by a senior member of staff, in line with statutory guidance and college procedures.

19. Substance Misuse – procedures

In responding to substance-related concerns, staff will:

- prioritise the safety and wellbeing of the individual and others
- identify and respond to potential safeguarding concerns or vulnerability
- balance support with clear expectations and accountability
- distinguish between behaviour arising from need and behaviour that places others at risk
- take a proportionate response, treating supply or distribution more seriously than personal misuse
- respond to individual circumstances, informed by professional judgement
- ensure all concerns are recorded and reviewed in line with safeguarding processes
- seek guidance from senior leaders where there is uncertainty, particularly in relation to risk or external referral

20. Offensive Weapons

20.1 Bringing, carrying or using an offensive weapon on college premises, or in connection with college activity, is a criminal offence. Threatening others with a weapon is also a criminal offence. The college has a statutory duty to report incidents involving offensive weapons to the police.

20.2 An offensive weapon is defined in law as any item made, adapted, or intended for causing injury. This includes disguised weapons and everyday objects where they are used or intended to cause harm.

20.3 Where there is reasonable belief that a student may be in possession of an offensive weapon or involved in a related offence, the college will take immediate action to ensure safety. The police will normally be informed, and parents or carers will be notified at the earliest opportunity.

20.4 Where there is cause for concern, staff may carry out screening or searches in line with current statutory guidance. This will be undertaken by an authorised senior member of staff, following established procedures and, wherever possible, in the presence of another member of staff.

20.5 Any behaviour involving physical harm, threats of harm, or the use of a weapon is considered a serious breach of the College Contract. Such incidents will be treated as serious misconduct, with immediate suspension pending investigation (see Appendices D and E).

21. Search Procedures (illegal substances, offensive weapons or stolen items)

21.1 Where there is reason to believe a student may be breaking their College Contract (for example, by being in possession of an illegal substance, alcohol, fireworks, stolen goods, weapon or other item likely to cause distress or harm) staff at the college have statutory powers to screen or search students.

21.2 Searches will only be carried out where necessary, proportionate and justified, and will be conducted by an authorised senior member of staff or delegate. Wherever possible, another member of staff will be present.

21.3 Students will normally be asked to cooperate with a search by, for example, emptying pockets, opening bags or accessing lockers. The reason for the search will be explained. Refusal to cooperate may result in further action, including removal from site and escalation under behaviour or safeguarding procedures.

21.4 Searches should take place in an appropriate location, away from other students where possible, and only where the member of staff has lawful control or responsibility for the student, including during off-site activities.

21.5 Searches will normally be carried out by a member of staff of the same sex as the student and in the presence of another staff member as a witness.

21.6 In exceptional circumstances, a search may be conducted by a member of staff of a different sex, or without a witness, where there is an immediate risk of serious harm and it is not practicable to follow the usual requirements.

Any such search must be reported immediately and recorded in line with safeguarding procedures.

21.7 The use of reasonable force is permitted where necessary to prevent harm but will only be used as a last resort and in accordance with statutory guidance. Wherever possible, searches will be conducted without physical contact.

21.8 Where there is reasonable suspicion that a student is in possession of a prohibited or illegal item, including weapons or drugs, the police may be informed. In cases involving significant risk, police involvement will normally be immediate.

21.9 If the police are not able to attend quickly then, if it is felt safe to do so in a secure area, a designated member of staff may question a student. Two members of staff should be present at all times and at least one of the two people carrying out the questioning must be of the same sex as the student.

21.10 All searches and outcomes, whether or not an item is found, will be recorded and reviewed in line with safeguarding procedures. Parents or carers will normally be informed where a search relates to a prohibited item.

21.11 All actions will be fair, proportionate and non-discriminatory, in line with the Equality Act 2010, and will be monitored to ensure they do not have a disproportionate impact on any group.

Related documents

- Acceptable Use of Computers (Students) Policy
- A-Z Student Guide
- Bring Your Own Device Policy
- College Contract and Student Code of Conduct
- Complaints Policy
- Coursework Deadline Policy
- Educational Visits and Out of College Activities Policy and Procedures
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- Instrument and Articles of Government
- Safeguarding and Child Protection Policy to Promote the Welfare of Children and Young People
- SEND Policy
- Site Security Policy and position statement
- Student Assessment Policy
- Student Charging and Financial Support Policy
- Student Voice Strategy
- Support Planning System and Flowcharts

BHASVIC

BRIGHTON HOVE AND SUSSEX SIXTH FORM COLLEGE

Name _____
Tutor Group _____

IMPORTANT DOCUMENT - PLEASE READ

Our vision is for BHASVIC to be a contemporary creative learning community. We value learning, respect, inclusivity and collaboration. In choosing to study at the college we ask you to sign this contract, demonstrating your commitment to share and promote the core values of the college.

Behaviour - BHASVIC is a learning environment

We expect that the behaviour of all members of the college will support a calm and purposeful atmosphere which respects others and enables effective learning to take place.

Happy - BHASVIC promotes wellbeing

We understand that emotional health and wellbeing supports positive learning and achievement. As members of the college we will take care of ourselves and others, recognising the impact of our actions and choices in maintaining welfare, safety and happiness.

Active - BHASVIC expects active participation to help everyone achieve their full potential

We will make the most of our time at college. We will attend all timetabled commitments and arrive on time, fully prepared to engage positively in all activities. We will look for ways to broaden experiences beyond the purely academic, and take opportunities to get involved in wider college enrichment.

Successful - BHASVIC supports a 'high challenge: low threat' ethos

We recognise and celebrate success in all forms, but understand that success usually comes from hard work, grit and determination. We will not be afraid to learn through failure. We will work hard and give of our best, following the '6 Rs' to become reflective, resourceful, resilient, responsible and respectful risk-takers.

Valued - BHASVIC values respect and inclusivity

We celebrate the fact that college is a diverse community. We value all members and will treat everyone with fairness and respect, expecting adherence to our established codes of conduct.

Independent - BHASVIC encourages independence

We aim to develop the skills for independent lifelong learning. We know we need to become well-informed and innovative thinkers who are able to access the learning tools we need throughout our time at college. We aim to know how and when to ask for help, but will seek to develop self-discipline and self-reliance in order that we can take this forward in our lives beyond college.

Community - BHASVIC believes in uniting for the common good

We take pride in belonging to the college and recognise we are ambassadors for the good name and reputation of the college as a whole. This applies both on and off-site and on and off-line. We will show consideration for others and actively respect the college environment, and that of the wider local area, engaging positively with our neighbours and the community.

College Contract

BHASVIC-Student Code of Conduct

While attending college, it is expected that you will:

Attendance & Punctuality		Be respectful, professional and mature, behaving in a way that promotes a co-operative, positive and productive learning environment. Bring essential equipment and arrive on time.
		Participate in all learning activities and commit to completing at least 13.5 hours independent study, outside lessons, each week.
		Attend full-time; we expect above 90 per cent. If absent, make sure you (or a parent/carer) contacts the attendance team and follows procedures to authorise all absences. Do not take holidays in term time.
		Communicate with your teacher or tutor if you miss lessons and make sure you complete all work which you have missed, preferably before your next lesson.
		Report to reception if a member of staff does not arrive at a scheduled lesson after 10 minutes and you have not received instructions from elsewhere.
		Attend all tutorial sessions, and participate positively in all college learning activities, including Personal Development, Skills, Progression, Work Experience, Employability and Enrichment workshops and online provision.



Participation & Communication		Make sure that the work you submit for assessment is your own. Complete work to the best of your ability and meet all deadlines. Know how to seek help when you need it and take up the support offered.
		Avoid working for more than ten hours a week in any part-time job during term time, as it is likely to impact negatively on your learning. Protect some 'out of hours' time for your own wellbeing; and limit college communications with staff to weekdays and term-time where possible.
		Take responsibility for staying up-to-date with all college communication. Download myBHASVIC App. Turn notifications on and regularly check Teams, e-mails and myBHASVIC.
		Take opportunities to contribute to the student voice process, student union, student forum and wider college enrichment activities, clubs and societies. Participate in trips and visits where possible.
		Do not smoke or vape onsite or in surrounding areas. Be careful not to block entrances and exits or public footpaths when in a group.
		Take pride in the college and surrounding local environment. Keep all areas clean, tidy and free from litter. Eat and drink in designated areas only. Respect the property of the college.
		Pay all fees and charges promptly or seek advice on bursary or financial support from Student Services.
		Be polite and respectful in all interactions, including online, and be aware of the way in which your behaviour and communication impacts on the reputation of the college. Respect staff, other students and visitors.

Safety & Security		Always carry your ID badge while at college and show it if asked by any member of staff. Do not allow anyone else to use your ID card: if lost or stolen, report this to Student Services reception and get a replacement.
		Do not invite any non-BHASVIC person on to college site. Inform a member of staff immediately if non-BHASVIC students are on the premises. All authorised visitors must sign in at reception and wear valid ID.
		Report inappropriate or unsafe behaviour, including bullying and harassment, both on and off-line. Avoid using inappropriate language which may offend others.
		Take responsibility for your use of IT and make sure that such usage is safe, responsible and legal, taking note of the college's "IT Acceptable Use" and 'Bring Your Own Device' policy.
		Treat college as a place of work. You must not consume or be under the influence of alcohol or drugs whilst on site or be in possession of any alcohol, illegal substances or weapons.
		Follow all other BHASVIC policies and procedures, as published on the main college website and always follow instructions from a member of staff in relation to Health & Safety and Site Security procedures.

College Contract:

- I agree to maintain positive standards of behaviour throughout my time at college.
- As a BHASVIC student I understand my responsibilities as a member of the college community and a partner in the learning process. I will engage with college materials in a mature and reflective manner, understanding that content and learning may be challenging at times, but trust that the college will take all reasonable steps to manage this in a sensitive, inclusive and professional manner.
- I will take part in supportive interventions, including support plans and sustainable study procedures, as necessary.
- I accept that I may be asked to leave, if, following supportive interventions (as outlined in the Student Behaviour Policy), my place on a course or continued study at college is no longer considered sustainable.
- I agree to uphold the values outlined in the college contract and to meet all commitments within the student code of conduct.

SIGNED:

DATE:

SUPPORT PLANS - CURRICULUM

Yellow

There is a **NEW** concern that you are currently not on track to achieve.

You need to meet the targets of this plan, set to help support you, for it to be closed.

Speak to your teacher

Amber

There is now **SERIOUS** concern that you are not on track to achieve and you need to meet the targets of this plan, set to help support you, for it to be closed or de-escalated to yellow.

Speak to your tutor

Red

You are now **AT RISK** of withdrawal from your course. **IMMEDIATE** and **SIGNIFICANT** effort is required to meet the targets of this plan, set to help support you, for it to be closed or de-escalated to Amber.

Your Guidance Manager will meet with you.

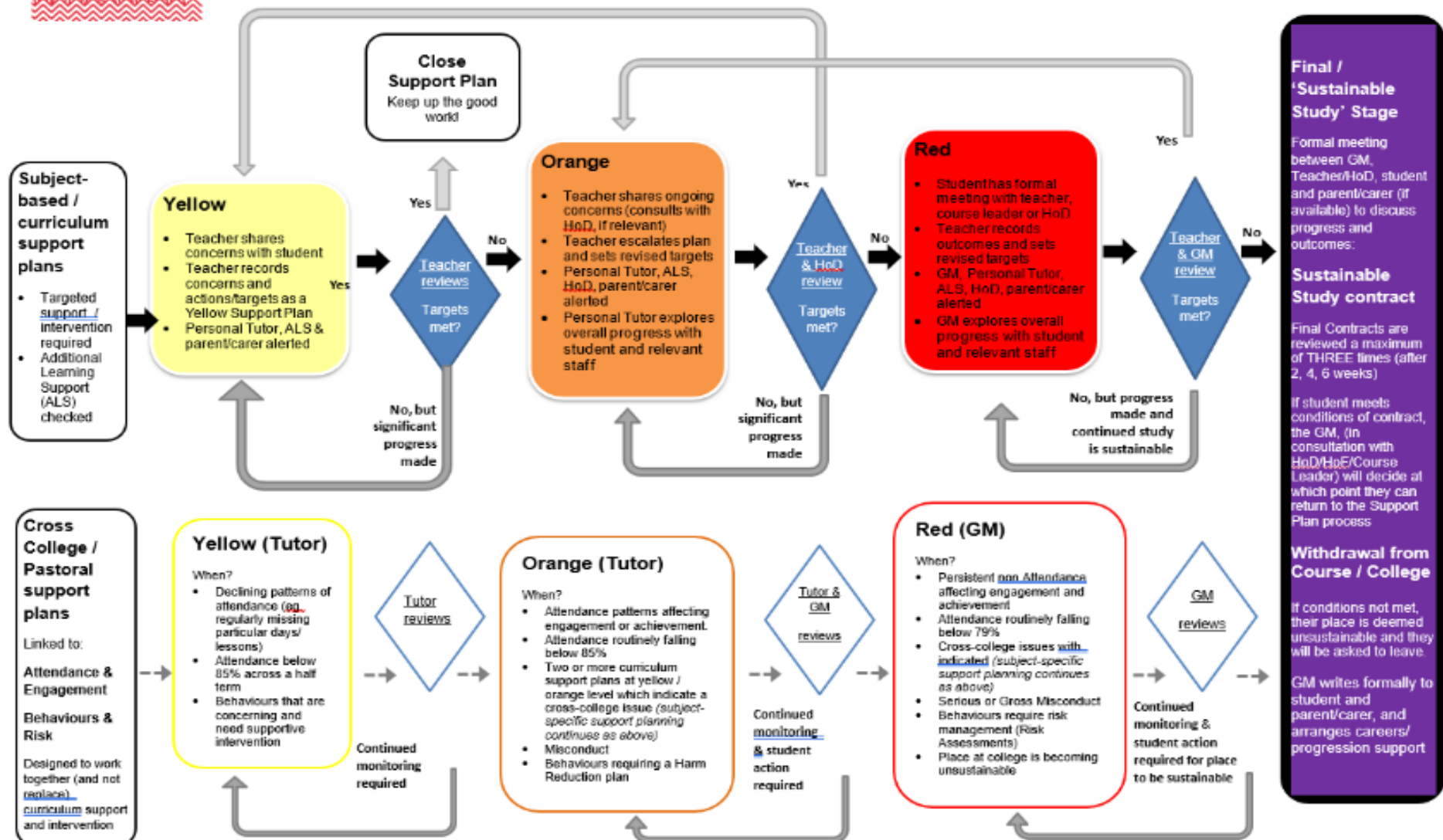
If you are unsure how to meet the targets, talk to (or Teams message) your teacher &/or your tutor for further support

Find all support plans on CEDAR

Appendix B: The Support Plan System and Flowchart

BHASVIC

Support Planning Processes





Appendix C: Sustainable Study – Position Statement

BHASVIC's mission is to transform lives through learning, to promote a culture of learning that allows all students to achieve above and beyond what they think is possible, and where staff and students are supported, valued and developed as individuals in a safe environment, knowing that their health and wellbeing is key to their success.

We aim to be a contemporary, creative learning community; and to value learning, respect, inclusivity & collaboration. We have taken these values into account in developing this position statement. This Appendix to the Behaviour Policy has been developed by pastoral support and curriculum teams, in conjunction with key stakeholders, and is approved by the governing body.

1. What does 'sustainable study' look like at BHASVIC?

- a) We are a college for full time students and are funded based on each student completing a minimum of 580 Guided Learning Hours each year.
- b) We provide an all-round education to ensure students develop 'skills, values and breadth' through a holistic study programme which makes up the Guided Learning Hours (GLH). This study programme therefore combines compulsory academic, enrichment and personal development strands, which includes tutorial, careers, work-related and wellbeing activities.
- c) We expect students to attend all elements of their study programme and meet their Guided Learning Hours in full.
- d) Our teachers and tutors plan subject content to be delivered 'face to face' and 'on site'.
- e) Whilst we utilise digital technology (for example, Microsoft Teams) where appropriate, to assist teaching and learning, our primary method of lesson and tutorial delivery is 'in-person' and 'on-site'. This is because we believe in-person, classroom-based teaching and learning deepens knowledge, consolidates understanding and helps to embed good learning practices.
- f) We therefore expect our students to attend all lessons and tutorial activity 'in-person' and 'on-site' in order to access the primary teaching and learning, to enable progress and to achieve their potential.
- g) Where a student is absent, it is their responsibility to contact the teacher/tutor to access lesson materials and complete any follow-up work independently.
- h) The nature of our delivery means that teachers and tutors can only make 'reasonable adjustments' to accommodate online/distance learning for short periods of time (not normally more than two weeks).
- i) Whilst on a temporary basis it is 'reasonable', in extenuating circumstances, for subject teachers and tutors to be flexible with deadlines and sending work home, this cannot be sustained for prolonged periods of absence.
- j) This includes 'in-person' and 'on-site' attendance at tutorial in order to receive the statutory personal development curriculum and pastoral support, which cannot be delivered remotely.
- k) It is important to note that, as our primary mode of delivery is in-person and classroom based, even in extenuating circumstances, we cannot guarantee any lesson resources shared with students will be entirely suitable for remote, independent study.
- l) As a result, students who do not attend lessons for prolonged periods of time (for whatever reason) may be asked to leave a course or the college, as their continued study at BHASVIC – which is not resourced or designed to be a distance learning college - is unsustainable. Please see sections 7, 8, 9 & 10 of Student Behaviour Policy.

2. Recognising when things go wrong / Making 'reasonable adjustments'

BHASVIC staff do their utmost to support students while they are studying with us. We do however recognise that there are occasions when, for a myriad of reasons, either part or the whole of a student's study programme may become unsustainable. In such circumstances, BHASVIC staff will work with the student to look at what reasonable adjustments can be made.

Some examples of 'reasonable adjustments' may be:

- Extensions to deadlines and/or reduction in workload for a designated period of time
- Short term, online distance learning (within the boundaries as laid out in Section 1 and not normally longer than two consecutive weeks)
- Phased return and/or partial timetable after a period of illness (e.g. Attending at least one lesson from each subject, building to a full timetable within 4 weeks)
- Reduced timetables in Year 2 (whilst we may consider two qualification courses, we do not allow one subject only) and we usually require students who fall below 580 Guided Learning Hours to make up their hours through portfolio, learning support or other registered sessions.
- Complete re-starts or repeats of the year (It is worth noting that these are exceptionally rare and usually only considered where there has been an extreme or sudden, unforeseen life event; for example, severe accident and hospitalisation – see 8.7 in Student Behaviour Policy).
- Increased access to key pastoral support (e.g. Guidance Managers, Safeguarding and Support or Additional Learning Support teams)

Decisions about what constitutes 'reasonable adjustment' remains the decision of the college and will usually be led by the Guidance Manager and/or Head of Department.

These adjustments will be made in discussion with student, teacher, tutor and other relevant stakeholders.

The adjustment will usually be agreed for a set period of time, as part of a Support Plan thread on CEDAR or Final Sustainable Study plan. This will have a clear review date, overseen by the Guidance Manager or Head of Department. At the review, a decision will be taken on whether the adjustment is working for all parties, is reasonable and if continued study on the course or at college is therefore sustainable.

If the adjustment is unsustainable, the college reserves the right to remove from a course, make significant changes to timetables or ask the student to leave. (See Section 7, 8, 9 & 10 Student Behaviour Policy)

3. When a course or college place become unsustainable

Whether a place is sustainable is the decision of the college and is primarily (but not exclusively) based on five key factors: Attendance, Engagement, Presentation (often, but not exclusively, linked to health), Risk and Behaviour.

When making judgements about whether continued study is sustainable, college staff will always be guided, but not determined in their judgement, by all other relevant parties' advice.

Where students require special help, the college will offer what extra support it can. The level of support available is defined by the limits of the college's resources, and not by what it takes to enable a particular student to succeed.

a) Attendance & Engagement

A course is no longer deemed sustainable when a student has missed a large amount of course content to the point that:

- it is not considered possible to catch up
- the content which has been missed is hindering progression in that subject
- the workload required for a student to catch up is deemed unreasonable
- the level of coursework missed makes the qualification unachievable
- the study programme is no longer sustainable under funding regulations (including attendance and engagement in the Personal Development, pastoral and tutorial curriculum)
- the level of capacity and support to enable the student to achieve would be unreasonable and to the detriment of other students' learning and progress

b) Presentation & Risk

A student's place at college could be considered unsustainable if a student presents in a way which:

- is contrary to our [Health and Safety policy](#), and/or cause a risk harm to themselves or others
- requires a level of support that is deemed unmanageable through our current staffing and/or within our current staffing expertise*
- presents a level of risk to themselves or others that is judged to be unmanageable through current staffing and/or within our current staffing expertise*

Please note that the term 'presentation' in this context may include a student's condition and/or actions either on- or off-site OR online, whilst enrolled at BHASVIC.

**Decisions about what level of presentation are unmanageable within the College context will be made by our safeguarding team in conjunction with relevant management teams, as appropriate. In these cases, a safeguarding risk assessment is likely to be agreed and reviewed regularly. Where a safeguarding risk assessment is required, this will usually be in place of a Final Sustainable Study plan. This in no way replaces our duty of care under our [SEND policy](#).*

c) Behaviour*

A student's place at college is likely to be considered unsustainable if a student has behaved in a way that:

- constitutes gross misconduct or breaks the student code of conduct as outlined in College Contract and Student Behaviour Policy.

** *Please note that the term 'behaviour' in this context refers to a student's actions either on- or off-site OR online, whilst enrolled at BHASVIC. Please refer to Student Behaviour Policy and College Contract and Student Code of Conduct (Appendix A)*

Appendix D: Misconduct

Breaches of the College Contract may relate to behaviour, engagement, academic conduct or a combination of factors. The examples below illustrate the types of conduct that may be considered misconduct or, depending on severity, gross misconduct. This is not an exhaustive list.

Examples include:

- failure to meet expectations set out in the College Contract, Student Code of Conduct or published guidance, including persistent non-engagement with learning, attendance or deadlines
- damage to college property or the property of others, whether deliberate or through serious negligence
- theft or dishonest behaviour
- any behaviour, including online and /or via social media, which could bring the college or a college activity into disrepute
- behaviour, including online activity, that undermines the reputation of the college or its community
- behaviour that is illegal, dangerous or has a negative impact on the safety, wellbeing or learning of others
- bullying, harassment, intimidation, or threatening behaviour, including online or via social media
- behaviour that is discriminatory, abusive or inconsistent with the college's values of respect and inclusion
- use, possession or supply of controlled substances, or being under the influence of substances, in college or during college-related activities
- failure to follow reasonable instructions from a member of staff
- academic misconduct, including plagiarism or submitting work that is not a student's own
- disruption to learning or college activities, on-site or off-site
- inappropriate or offensive language, including online communication
- unauthorised access to, or misuse of, IT systems or data
- sharing or distributing offensive or inappropriate material, including online
- failure to follow site expectations, including those relating to smoking, vaping or fire safety
- behaviour that causes disruption or nuisance within the college or its local community
- unauthorised access to the site or bringing non-students onto college premises without permission

Behaviour involving significant risk, harm, or illegality is likely to be considered **gross misconduct**. This includes, but is not limited to:

- violence or the serious threat of violence
- actions that endanger the health or safety of others
- serious or repeated breaches of the College Contract
- criminal activity affecting the college or its community

Incidents of gross misconduct will normally result in **immediate suspension**, pending investigation.

All determinations of misconduct will be made fairly, proportionately and without discrimination, in line with the Equality Act 2010, and will be monitored to ensure no group is disproportionately affected.

Appendix E: Exclusions for Misconduct

These procedures set out how the college will respond where behaviour raises serious concern. They are intended to ensure decisions are fair, proportionate and transparent, and that students are supported to re-engage wherever possible.

Exclusion is used alongside the college's wider Support Plan and Sustainable Study processes, and is normally considered where these approaches have not been successful or where behaviour presents a significant risk.

Where timescales cannot be met, students will be informed and given revised timelines.

A Temporary exclusion / suspension

1. A student may be temporarily excluded by the Principal, Deputy Principal or Vice Principal (Student Services) or a delegated alternate²:
 - as part of a disciplinary investigation where there is reasonable belief of significant or gross misconduct (see Appendix D), and/or
 - where continued attendance presents a risk to the student or others, interferes with an investigation, or significantly disrupts the college environment

In some cases, temporary exclusion may also form part of a staged response where concerns have escalated despite Support Plan interventions.

2. Parents or carers (where appropriate) will normally be informed as soon as possible. Students under 18 will not normally be required to leave the site until reasonable attempts have been made to make contact.

3. Written confirmation by email will follow (usually within 2 working days), outlining:

- the reason for the suspension
- the next steps in the process
- arrangements for learning, where appropriate

3. Short, fixed-term suspensions may be used as part of behaviour management or where expectations have not been met. These will be time-limited (normally no more than five working days) and used alongside support to enable re-engagement.

4. A student who is suspended may only return to site with permission or to attend formal meetings.

B Investigation

5. An investigation will be carried out promptly by an appropriate manager. This will involve gathering evidence and speaking to relevant individuals.

The aim of the investigation is to establish the facts in a fair and proportionate way, taking account of context, individual circumstances and any prior support in place.

All findings are determined on the balance of probabilities.

C Disciplinary Review Meeting

6. A disciplinary review meeting will normally take place within five working days. Students may be accompanied by a

² The Principal may delegate authority for temporary exclusion to the Deputy Principal, Vice Principals, Assistant Principal, Head of Guidance, Guidance Managers, Heads of Faculty, Head of Student Experience or Head of Student Support. The Principal may delegate the authority for permanent exclusion to the Deputy Principal or Assistant Principal (Student Services).

parent/carer (if under 18) or a Family Representative.

7. The meeting has two stages:

- to determine whether the allegation is upheld
- to determine an appropriate outcome

In doing so, the college will consider:

- the nature and seriousness of the behaviour
- any mitigating or contextual factors
- previous Support Plans or interventions
- whether continued study is sustainable

8. The designated Senior Leader or delegate will summarise the concerns and relevant evidence, including any witness statements or other information gathered during the investigation. The student will have the opportunity to respond and present their account if they have not contributed this so far.

9. Where the facts are not disputed, the meeting may conclude with confirmation of what the decision is or when the decision will be communicated, normally within one working day.

10. Where facts are disputed, the meeting may be adjourned to allow further evidence to be gathered. A further meeting will normally take place within five working days.

11. Where appropriate, evidence will be shared in advance of a reconvened meeting. In exceptional circumstances, some information may be anonymised where necessary to protect individuals.

12. The student may question the evidence presented, provided this is done appropriately and is relevant to the process.

13. If a witness is not available to answer questions, that will be considered by the designated Senior Leader when assessing the weight to be given to conflicting evidence.

14. The outcome will normally be communicated promptly following the meeting.

D Decision-making and sanctions

15. A decision will be made following the disciplinary review meeting, based on the evidence and in consultation with relevant staff. Decisions are made on the balance of probabilities.

16. If the concerns are not upheld, the student will return to college as soon as possible, with appropriate support in place.

17. If the concerns are upheld, outcomes may include:

- permanent exclusion
- reinstatement with a **Red Support Plan or Final Sustainable Study Contract**
- reinstatement with other conditions or interventions

18. Where a student is reinstated, clear expectations and support will be put in place to enable successful re-engagement. This will normally align with the Support Plan process and include agreed targets and review points.

19. Students have the right to appeal a decision to permanently exclude.

E The Appeal Process

20. Submission of Appeal

Notice of appeal against permanent exclusion must be lodged with the Principal (if the Principal was not party to the exclusion) or to the Clerk to the Corporation (if the permanent exclusion was made by the Principal)

A student wishing to appeal must submit their appeal in writing within **10 working days** of notification of the decision.

Appeals should normally be based on one or more of the following:

- procedural irregularity
- new evidence
- the proportionality of the outcome

21. Acknowledgement and Arrangements

The college will acknowledge the appeal within **3 working days** and confirm the next steps. An appeal hearing will normally take place within **20 working days** of receipt.

22. Notice and Preparation

The student will be given at least **5 working days' notice** of the hearing. Relevant documentation will be shared in advance, where appropriate.

23. Appeal Panel

The appeal will be heard by a panel of senior leaders and/or governors who have had **no prior involvement in the case** and are able to act impartially.

The student may be accompanied by a Family Representative. Legal representation will not normally be permitted, except in exceptional circumstances.

24. Appeal Hearing

The appeal is a **review of the original decision**, rather than a full re-investigation, except where new evidence is presented.

At the hearing:

- the student will present their case
- the original decision-maker will explain the rationale
- the panel may ask questions to clarify evidence

25. Consideration and Outcomes

The panel will consider all relevant information and determine whether to:

- uphold the original decision
- substitute a lesser or alternative outcome
- remove the sanction

26. Outcome Communication

The outcome will normally be communicated verbally where possible and confirmed in writing **within 5 working days**.

27. Finality

The decision of the appeal panel is final within the college's internal procedures.

28. External Review

If concerns remain about the process, the student or their parent/carers may refer the matter to the Department for Education.

29. Monitoring and Oversight

The college will monitor exclusion decisions and appeals to ensure consistency, proportionality and fairness across the student body.

All decisions will be made fairly, proportionately and without discrimination, in line with the Equality Act 2010, and will be monitored to ensure no group is disproportionately affected. Where behaviour raises safeguarding concerns, the Safeguarding and Child Protection Policy will take precedence.

F Miscellaneous Provisions Schedule

30. Interviews

Students are expected to attend all meetings arranged as part of these procedures. If a student or their representative does not attend without reasonable explanation, the college may proceed in their absence and make a decision based on the available information. This does not affect the student's right of appeal where applicable.

While the college aims to meet all stated timescales, there may be circumstances where this is not possible. In such cases, the student will be informed of any delay and provided with revised timelines.

31. Criminal Offences

Where there is reasonable belief that a student may have committed a criminal offence, the college may refer the matter to the police. This will normally be the case where there is suspected possession of illegal substances, weapons, or stolen goods.

The college may reach a disciplinary decision independently of any police investigation. In some cases, however, the college may pause its internal process where this is necessary to avoid interfering with an external investigation.

32. Definitions

For the purposes of this document:

Students under 18 refers to students who have not reached the age of 18 at the time of the alleged incident.

Working days refers to term time only, recognising that formal processes cannot normally take place during college holiday periods.

Family Representative refers to a non-professional individual who may support the student during meetings. This may include a parent, carer, relative, friend, another student or a member of staff.

Disciplinary and appeal meetings are internal college processes and are not normally open to legal representation. Legal representation will only be permitted in exceptional circumstances, such as where the student is unable to represent themselves effectively or where criminal proceedings may arise. Any such request must be submitted in writing to the Principal at least two working days in advance.

Illegal substances refers to substances controlled under current Misuse of Drugs legislation.

Correspondence relating to disciplinary processes will normally be sent to the student's college email address and, where appropriate, to the parent/carer contact details provided at enrolment. Where necessary, communication may also be sent by post.

33. Variations and Amendments to These Procedures

In exceptional circumstances, it may be necessary to vary these procedures to ensure that the process remains fair, proportionate and effective. Where this occurs, the student will be informed of the reasons for the variation and how the process will be applied.

Any variation will be made with due regard to fairness, the individual circumstances of the case, and the potential impact on those involved. This may include adjustments to timescales where necessary, or alternative arrangements for meetings where conflicts of interest or practical considerations arise.