



## **Brighton Forward Behaviour policy**

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Brighton Forward is committed to reviewing its policies and good practice annually.

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Next review date: March 2027

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-college approach to maintaining high standards of behaviour that reflect the values of the Brighton Forward
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained colleges, academies and student referral units in England, including student movement
- Use of reasonable force in colleges
- Supporting students with medical conditions at college
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in sessions and at break and lunchtimes
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the college rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Brighton Forward is committed to providing a safe, inclusive and respectful environment where all students are protected from bullying, harm, and discrimination.

As a KS4 Alternative Provision and Post-16 SEND college, we recognise that our students may:

- Have experienced previous trauma or disrupted education
- Present with communication differences
- Be more vulnerable to exploitation, coercion or peer conflict

Therefore, our approach is:

Relational, trauma-informed, SEND-aware, and safeguarding-led

Bullying is treated as a safeguarding concern where appropriate, particularly where there is:

- Repetition
- Power imbalance
- Targeting of vulnerability

At Brighton Forward, we recognise some behaviours may arise from communication needs or regulation difficulties, however, impact on the victim remains central. All incidents are explored with context, intent and impact in mind

### **Preventing Bullying – Whole Provision Approach**

Prevention is embedded across all aspects of provision.

#### **Relational & Therapeutic Practice**

- Consistent key adults
- Trust-based relationships
- Co-regulation and emotional support
- Low arousal approaches

#### **Curriculum-Based Prevention**

Embedded within:

- Personal Development
- RSE
- Digital & Media Literacy
- Life Skills

## **Preparation for Adulthood (PfA)**

Focus on:

- Self-advocacy
- Independence
- Decision-making
- Community safety

## **Structured Environment**

- Predictable routines
- Clear expectations
- High staff presence and supervision

### **3.5 Early Identification**

- Daily staff communication
- Behaviour monitoring
- Safeguarding awareness
- Tracking patterns through systems (e.g. Earwig, behaviour logs)

## **Reporting Bullying**

### **Student Reporting**

Students are supported to report through:

- Verbal communication
- Visual supports
- Written formats
- Trusted adult

Staff will:

- Adapt communication to meet need
- Reassure and support disclosure

### **Parent/Carer Reporting**

Parents/carers can report concerns via:

- Phone or email
- Direct contact with Leads or DSL
- 

### **Investigation Procedures**

All reports are taken seriously and investigated promptly.

#### **Process**

- 1. Immediate risk assessment**
- 2. Safeguarding consideration (DSL involvement)**

3. Information gathering:
  - Student voice (adapted to need)
  - Staff accounts
  - Witness statements
4. Consideration of:
  - EHCP needs
  - Communication differences
  - Trauma and regulation
  - Power imbalance

### **Outcome**

The DSL/Lead determines:

- Whether behaviour constitutes bullying
- Appropriate response and intervention

### **Responding to Bullying (Including Off-Site & Online)**

Brighton Forward will respond to incidents that occur:

- Onsite
- During transport
- In the community
- Online/social media

Where incidents impact:

- Student safety
- Emotional wellbeing
- Learning

### **Responses May Include:**

- Restorative approaches
- Increased supervision
- Timetable adjustments
- Behaviour support plans
- Safeguarding referrals
- External agency involvement

### **KS4 Alternative Provision Specific Arrangements**

For KS4 students (including dual registered students):

- **Home college DSL will be informed promptly**
- Joint working will occur between:
  - Brighton Forward DSL
  - Home college DSL
- Incidents will be recorded by both settings where required

### **Attendance Link**

- Concerns linked to bullying and non-attendance are escalated within 30 minutes of non-arrival (as per attendance procedures)

### **Commissioning Local Authorities**

- Significant concerns may be shared with:
  - Local Authority
  - SEN caseworkers
  - Social workers (where applicable)

### **Recording, Monitoring & Analysis**

All incidents are recorded using BromCom our internal system:

- Safeguarding logs
- Behaviour systems
- Student records

#### **Records must include:**

- Date, time, location
- Individuals involved
- Factual description
- Actions taken
- Outcome

#### **Monitoring Includes:**

- Patterns of behaviour
- Repeat incidents
- Vulnerable students
- Environmental factors

This informs:

- Provision adjustments
- Safeguarding decisions
- Curriculum focus

### **Sanctions & Consequences**

Sanctions are applied in line with the Behaviour Policy and are:

- Proportionate
- Individualised
- Educational rather than purely punitive

#### **Important:**

For SEND students, sanctions are adapted to ensure understanding and fairness.

### **Supporting Students**

Will receive:

- Emotional support
- A named key adult
- Safety planning
- Increased monitoring
- Confidence rebuilding opportunities

### **Students Displaying Bullying Behaviour**

Will receive:

- Clear boundaries
- Support to understand impact
- Social and emotional intervention
- Behaviour support planning

### **Staff Training:**

All staff receive training in:

- Safeguarding (KCSIE)
- SEND and communication
- Behaviour and relational practice
- Online safety
- Trauma-informed approaches

Leads/DSLs receive enhanced training in:

- Managing bullying incidents
- Safeguarding thresholds
- Multi-agency working

Leadership ensures:

- Oversight of incidents
- Policy review
- Quality assurance

## **5. Roles and responsibilities**

### **Managing Director**

Is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix A)
- Reviewing this behaviour policy in conjunction with the DSL
- Monitoring the policy's effectiveness
- Holding the Lead Facilitator to account for its implementation

### **Lead Facilitator**

Is responsible for:

- Ensuring that the college environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the college's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary

### **5.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the college expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular student
- Considering the impact of their own behaviour on the college culture and how they can uphold college rules and expectations
- Challenging students to meet the college's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the college behaviour policy and reinforce it at home where appropriate
- Support their young person in adhering to the college's behaviour policy
- Inform the college of any changes in circumstances that may affect their child's behaviour
- Raise any concerns about the management of behaviour with the college directly, while continuing to work in partnership with the college

The college will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the college's policy and working in collaboration with them to tackle behavioural issues.

### **5.5 Students**

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at college
- That they have a duty to follow the behaviour policy
- The college key rules and routines
- The support that is available to them to help them meet the behaviour standards

Student will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the college's behaviour policy and wider culture.

### **6. College behaviour approach**

Brighton Forward's behaviour approach is designed to explicitly teach, model and reinforce the behaviours, routines and habits that enable our students to succeed in education and beyond. As a specialist KS4 Alternative Provision and Post-16 SEND college, we recognise that behaviour is a form of communication and must be developed through a relational, structured and trauma-informed approach. We create a safe, consistent and predictable environment where expectations are clear, and where students are supported to develop self-regulation, respect for others, and positive engagement in learning. Through our Preparation for Adulthood focus, students are taught key skills such as managing emotions, communicating effectively, building healthy relationships, and behaving safely in a range of contexts including the classroom, community and online.

Students are expected and supported to behave in a calm, respectful and responsible way, contributing positively to their own learning and that of others. This includes following routines, engaging in activities, moving safely around the provision, respecting people and the environment, and accepting support and consequences when needed. We explicitly teach and practise these behaviours through consistent staff modelling, structured sessions and daily routines, ensuring that expectations are understood and achievable. Where appropriate, reasonable adjustments are made to support individual needs, including the use of visual supports, adapted communication, and personalised strategies. Our approach ensures that all students can develop independence, confidence and the behavioural skills required for adult life, without lowering expectations.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

### **6.1 Mobile phones**

Mobile phones can be used at college but should not interrupt sessions or learning during the college day.

## **7. Responding to behaviour**

Brighton Forward adopts a relational, structured and trauma-informed approach to behaviour, recognising that all behaviour is a form of communication. We set clear, consistent expectations and explicitly teach the routines and skills students need to succeed, while providing appropriate support and reasonable adjustments for individual SEND needs. Our focus is on building positive relationships, promoting self-regulation and independence, and ensuring all students feel safe, respected and able to engage in learning.

### **7.1 Session management**

Leads and support staff are responsible for setting the tone and context for positive behaviour within the college.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which includes:
  - Greeting students in the morning/at the start of the session
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **7.2 Safeguarding**

The college recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### **7.3 Responding to good behaviour**

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the college's culture and ethos.

Positive reinforcements will be applied clearly and fairly to reinforce the routines, expectations and norms of the college's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Logged on the college MIS, Bromcom

#### **7.4 Responding to misbehaviour**

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The college may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Suspension

Personal circumstances of the student will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

#### **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a students from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## 7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

### Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Managing Director, or by the DSL.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Managing Director or DSL or During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the college rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the college premises or where the member of staff has lawful control.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Managing Director or DSL to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the college rules.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching students’ possessions**

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the college rules.

An authorised member of staff can search a student’s possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Following the search of a key stage 4 student attending as an alternative provision, the DSL of the home school will be informed.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the college's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the college has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the college will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the college's safeguarding policy and speak to the DSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **7.7 Off-site misbehaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the college. This means misbehaviour when the student is:

- Taking part in any college-organised or college-related activity (e.g. college trips)
- Travelling to or from college
- In any other way identifiable as a student of our college

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the college
- Poses a threat to another student
- Could adversely affect the reputation of the college

Sanctions will only be given out on college premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a college-organised trip).

### **7.8 Online misbehaviour**

The college can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the college
- It adversely affects the reputation of the college
- The student is identifiable as a member of the college

Sanctions will only be given out on college premises or elsewhere when the student is under the lawful control of a staff member.

### **7.9 Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the college will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the college will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police the DSL/Managing Director will make the report.

The college will not interfere with any police action taken. However, the college may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The college will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The college's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The college has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **7.11 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the college will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the college will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the college (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

## **8. Serious sanctions**

### **8.1 Removal from sessions**

In response to serious or persistent breaches of this policy, the college may remove the student from the session for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum/session.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the session once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Students should be reintegrated into the session as soon as it is appropriate and safe to do so. The college will consider what support is needed to help a student successfully reintegrate into the session and meet the expected standards of behaviour.

Staff will record all incidents of removal from the session on Bromcom under behaviour, along with details of the incident that led to the removal, and any protected characteristics of the student.

### **8.2 Suspension and permanent exclusion**

The college can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-college sanctions and interventions.

The decision to suspend or exclude will be made by the Managing Director and Programme Lead and only as a last resort.

## **9. Responding to misbehaviour from students with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The college recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the college will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the college's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the college must co-operate with the local authority and other bodies

As part of meeting these duties, the college will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

- Short, planned movement breaks for a student who finds it difficult to sit still for long
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory room) where students can regulate their emotions during a moment of sensory overload

## **9.2 Adapting sanctions for students with SEND**

When considering a behavioural sanction for a student with SEND, the college will consider whether:

- The student was unable to understand the rule or instruction
- The student was unable to act differently at the time as a result of their SEND
- The student was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the college to sanction the student for the behaviour.

The college will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.4 Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the college will co-operate with the local authority and other bodies.

If the college has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the college may request an emergency review of the EHC plan.

## **10. Supporting students following a sanction**

Following a sanction, the college will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the college.

## **11. Student transition**

### **11.1 Inducting incoming students**

The college will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider college culture.

### **11.2 Preparing outgoing students for transition**

To ensure a smooth transition to the next year, students have transition sessions where appropriate.

## **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (manual handling)
- The needs of the students at the college
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour**

The college will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the college behaviour culture for staff, students and other stakeholders (via anonymous surveys)

The data will be analysed every year by the Managing Director and Programme Lead.

The college will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the college will review its policies to tackle them.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Managing Director.

## **14. Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy

### Behaviour Principles Statement

At Brighton Forward, we are committed to fostering a positive, safe, and supportive environment where all students feel secure and valued. Our behaviour principles reflect our dedication to helping young people develop the confidence, self-discipline, and social-emotional skills necessary for independence and success in education and beyond.

#### 1. **High Expectations and Consistency**

We set and maintain high expectations for behaviour, which are clearly communicated, consistently applied, and fairly enforced across the college community. This consistency helps create a calm and predictable environment where students can thrive.

#### 2. **Respect and Dignity**

Everyone at Brighton Forward—students, staff, and visitors—is treated with dignity, kindness, and respect. We promote positive relationships based on trust, empathy, and understanding.

#### 3. **Individualised Support**

We recognise that some students require additional support to meet behaviour expectations. We are committed to providing tailored interventions and reasonable adjustments to support all students, especially those with SEND and SEMH needs, ensuring equitable access to learning and personal development.

#### 4. **Positive Reinforcement and Clear Boundaries**

Good behaviour is explicitly taught, modelled, and positively reinforced to encourage readiness to learn and respect for others. Clear rules and routines underpin our approach, with proportionate and fair consequences for behaviour that disrupts learning or safety.

#### 5. **Safe and Inclusive Environment**

We are dedicated to creating a safe space free from bullying, discrimination, intimidation, and harm. All incidents of unacceptable behaviour are addressed promptly and effectively to protect the well-being of our students and staff.

#### 6. **Shared Responsibility and Communication**

Behaviour is a shared responsibility. We ensure that expectations and policies are transparent and communicated effectively to students, staff, parents, and carers. Collaboration across the college community is essential to sustaining a positive culture.

#### 7. **Promoting Social and Emotional Growth**

Our behaviour principles support the development of self-regulation, emotional resilience, and interpersonal skills. We work at each student's pace to build these competencies, enabling them to succeed within college and in their wider lives.

#### 8. **Leadership Commitment**

School leaders take full responsibility for implementing and monitoring the behaviour policy. They provide ongoing support and training for staff to manage behaviour effectively and uphold the school's values.