BIG CREATIVE EDUCATION APPRENTICESHIPS TRAINING ACADEMY
Ofsted Outstanding Provider

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Big Creative Academy

Student Support and Suitability to Study Policy
2026–2027

Policy Owner: Director of Safeguarding & Student Services

Approved By: Principal and Governing Body

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Related Policies:
Safeguarding & Child Protection Policy;
SEND Policy;
Mental Health Strategy;
Learning & Behaviour Policy;
Attendance Policy; Apprenticeship Policy;
Learner Disciplinary Policy;
Equality & Diversity Policy;
Online Safety Policy.

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1. Introduction

Big Creative Academy (BCA) is committed to providing a safe, inclusive, aspirational and supportive learning environment where students and apprentices can achieve their potential.

There may be times when a student's physical or mental health, emotional wellbeing, safeguarding needs, behaviour, external circumstances or risk to themselves or others affects their ability to take part safely and effectively in education or training. In most cases, these concerns can be managed through the usual support available at BCA. Where concerns become significant, persistent or complex, a more coordinated review may be needed.

This policy sets out how BCA will consider those situations, what information will be taken into account and what support, reasonable adjustments or risk-management arrangements may help a student remain in education safely.

Suitability to Study is a supportive process. It is not intended to penalise a student because they are experiencing ill health, disability, SEND, safeguarding difficulties or challenging personal circumstances. Wherever possible, BCA will work with the student and the people supporting them to find a safe and workable way forward.

This policy does not replace BCA's safeguarding, SEND, attendance, behaviour or disciplinary procedures. Where more than one procedure could apply, BCA will decide which route, or combination of routes, is most appropriate. Safeguarding action will always take priority where a child or vulnerable adult may be at risk of harm.

1.1 Legal and statutory framework

This policy is informed by:

- Keeping Children Safe in Education (KCSIE) 2026;
- Working Together to Safeguard Children 2026;
- Children Act 1989 and Children Act 2004;
- Equality Act 2010;
- Children and Families Act 2014;
- SEND Code of Practice: 0 to 25 years;
- Human Rights Act 1998; and
- Data Protection Act 2018 and UK GDPR.

2. Purpose

The purpose of this policy is to provide a fair and consistent way of responding when there are concerns about whether a student can continue to take part in their education at BCA safely and effectively.

It aims to:

- protect the welfare of students, staff and visitors;
- identify concerns early and avoid unnecessary escalation;

- support students experiencing health, wellbeing or safeguarding difficulties;
- make sure risks are properly understood and managed;
- consider reasonable adjustments and additional support before restricting access to education;
- support joined-up working between BCA, families and relevant professionals;
- help students remain engaged in education wherever this can be achieved safely;
- balance the needs and rights of the individual student with BCA's responsibilities to the wider community; and
- provide a clear and recorded basis for decisions.

3. Scope

3.1 Pre-entry and Admissions

Information about a prospective student's disability, SEND, mental health or other support needs will not, in itself, be used to determine whether they are suitable to study at BCA.

Applicants will be considered against BCA's published admissions and course entry requirements. Where additional needs are identified before enrolment, BCA will consider what reasonable adjustments, support, transition planning or additional provision may be required to enable the student to access their programme.

Where an applicant has an EHCP and BCA is consulted by the relevant local authority, BCA will consider the student's needs, the provision set out in the EHCP and any additional support or resources that may be required. Any concerns about BCA's ability to meet the student's needs should be raised through the EHCP consultation process.

Where BCA is named in a final EHCP, BCA will comply with its statutory duty to admit the young person.

The Suitability to Study process will not be used as an alternative admissions process or as a means of declining a place solely because an applicant has a disability, SEND, an EHCP or mental health needs.

This policy applies to BCA students and apprentices, including:

- students aged 16–19;
- students with SEND or an Education, Health and Care Plan (EHCP);
- adult students where the policy is relevant to their circumstances;
- apprentices;
- students undertaking work experience or industry placements; applicants where support, reasonable adjustments or transition planning may need to be considered before enrolment; and
- applicants where information relevant to safe participation becomes known before enrolment; and

- students returning after a significant period of absence, interruption of learning or another event where a planned return is needed.

For ease of reading, the term 'student' is used throughout this policy and includes apprentices where relevant.

4. What We Mean by Suitability to Study

For the purposes of this policy, suitability to study means a student's ability, with appropriate support and reasonable adjustments where needed, to take part safely and effectively in their programme of education or training.

The review may consider whether the student is able to:

- engage meaningfully with their programme of study;
- access the learning environment with appropriate support;
- maintain their own safety and wellbeing;
- take part without creating a risk to themselves or others that cannot reasonably be managed;
- undertake practical, workplace or off-site activities safely;
- meet essential course or placement requirements with reasonable adjustments where appropriate; and
- work with reasonable support or risk-management arrangements that are needed to enable continued participation.

A diagnosis, disability, mental health condition, SEND, safeguarding involvement, criminal justice involvement or contact with an external agency will not, on its own, mean that a student is unsuitable to study. Decisions will be based on the student's individual circumstances, the impact on study and safety, the risks identified and whether support and adjustments can manage those concerns.

The purpose of this process is not to determine suitability by reference to a diagnosis or level of need. It is to consider what support, reasonable adjustments and risk-management arrangements may enable the student to participate safely and effectively in education.

5. Guiding Principles

5.1 Student-centred practice

The student's welfare, safety and individual circumstances will be central to the process. BCA will listen to the student's views and take them into account when deciding what support or action is needed.

5.2 Trauma-informed practice

BCA recognises that trauma and adversity can affect behaviour, attendance, engagement and wellbeing. Staff will seek to understand what may sit behind a student's presentation rather than looking only at the behaviour itself.

5.3 Inclusion

BCA will seek to keep students engaged in education wherever this can be achieved safely. Reasonable adjustments and additional support will be considered before access to education is restricted.

5.4 Early intervention

Concerns should be addressed as early as possible. A formal Suitability to Study Review should not be the first response where routine support is likely to be enough.

5.5 Collaborative working

Where appropriate, BCA will work with the student, parents/carers, employers, local authorities and relevant professionals. The people involved will depend on the circumstances of the case.

5.6 Proportionate and least restrictive response

Any action taken should be proportionate to the concern. BCA will use the least restrictive arrangement that can reasonably manage the identified risk and will review restrictions as circumstances change.

5.7 Equality, SEND and reasonable adjustments

BCA recognises its duties under the Equality Act 2010 and the Children and Families Act 2014. A mental health condition may amount to a disability under the Equality Act 2010 where it has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. BCA will not assume that a student is unsuitable to study because they have a mental health condition, disability or SEND.

Before making a decision that may restrict a student's education, BCA will consider whether the concern may be connected to disability, SEND, mental or physical health needs or another relevant circumstance, and whether reasonable adjustments, additional support or changes to provision could reduce the difficulty or risk.

Where a student has SEN, BCA will have regard to its duty to use its best endeavours to secure the special educational provision the student requires.

Where a student has an EHCP, the SENDCO will be involved where the concerns relate to the student's needs, provision or access to education. Where existing provision appears no longer sufficient, BCA will consider whether an EHCP review, reassessment, additional provision, funding or further involvement from the relevant local authority is required.

The Suitability to Study process will not be used as a substitute for the SEND or EHCP review process.

Before making a decision that may restrict a student's education, BCA will consider whether the concern may be connected to disability, SEND, mental or physical health needs or another relevant circumstance, and whether reasonable adjustments or changes to support could reduce the difficulty or risk.

Where a student has SEND or an EHCP, the SENDCO will be involved where the concerns relate to the student's needs, provision or access to education. BCA will liaise with the relevant local authority where an EHCP review or amendment may be needed.

5.8 Student voice

Students will normally have the opportunity to explain their circumstances, identify what is helping or not helping, suggest support and comment on proposed arrangements. Where a student needs help to take part in the process, BCA will make reasonable adjustments to support their involvement.

6. When a Suitability to Study Review May Be Needed

The presence of one of the circumstances below does not automatically mean that a formal review is needed. Many concerns can be managed through ordinary pastoral, curriculum, SEND, attendance, safeguarding or behaviour support.

A formal review may be appropriate where concerns are significant, persistent, escalating or complex; existing support has not been enough; there is uncertainty about safe participation; several teams or agencies need to work together; or a significant change in circumstances means existing arrangements need to be reconsidered.

6.1 Mental health and emotional wellbeing

- self-harm or suicidal thoughts or behaviour;
- severe or persistent anxiety, depression or emotional distress;
- trauma-related difficulties;
- panic attacks;
- eating disorders;
- significant emotional dysregulation;
- mental health difficulties that are substantially affecting attendance, engagement or safety.

N.B. Mental health difficulties, including serious mental health concerns, do not in themselves mean that a student is unsuitable to study. The purpose of a review in these circumstances is to consider the impact on the student and their education, any safeguarding concerns, and what support, reasonable adjustments or risk-management arrangements may enable the student to continue safely.

Where a mental health condition is, or may be, a disability under the Equality Act 2010, BCA will consider its reasonable adjustment duties before restricting the student's access to education.

6.2 Safeguarding concerns

- child protection concerns;
- child criminal or sexual exploitation;
- county lines involvement;
- harmful sexual behaviour;
- sexual harassment or sexual violence;
- domestic abuse or teenage relationship abuse;
- radicalisation concerns;
- honour-based abuse;
- serious criminal involvement;
- missing education or repeated welfare concerns.

6.3 Behaviour and safety concerns

- serious or repeated incidents that raise a concern about safety;
- threats, violence or aggression;
- possession or use of a weapon;
- behaviour that may present a serious risk to other students, staff or visitors;
- a return to study following a significant incident where a safety or behaviour support plan is needed.

Where the concern is primarily misconduct, the Learning and Behaviour or disciplinary procedure should normally be used. Suitability to Study should not be used as an alternative disciplinary route simply because behaviour is difficult or serious.

6.4 Physical health

- a significant physical health condition affecting safe participation;
- medical needs that are having a substantial impact on attendance or access to learning;
- a period of treatment, hospitalisation or recovery requiring a planned return;
- concerns about whether practical, placement or off-site activity can be undertaken safely.

6.5 Attendance and engagement

- prolonged absence where health, welfare or safeguarding factors are involved;
- significant non-engagement despite support;
- repeated welfare concerns linked to attendance;
- a student being unable to engage with learning despite significant intervention.

6.6 Criminal justice concerns

- police investigation or criminal proceedings where there may be an impact on safety or attendance;
- bail, licence or court conditions affecting attendance, contact or access to activities;
- unspent conviction;
- Youth Justice Service or probation involvement;
- release from the secure estate;
- relevant information affecting a placement or regulated activity.

Police involvement or an allegation alone will not determine a student's suitability to study. BCA will consider the information available, the nature of any restrictions, identified safeguarding risks and the student's individual circumstances.

6.7 Apprenticeships and placements

- workplace safeguarding concerns;
- employer concerns about wellbeing or safe participation;
- conduct that presents a safeguarding or health and safety risk in the workplace;
- a student being temporarily unable to undertake essential apprenticeship or placement duties safely.

7. Online Safety, AI and Emerging Risks

A Suitability to Study Review may also be considered where an online or technology-related concern is having a significant impact on a student's safety, wellbeing or ability to take part in education.

- online exploitation or grooming;
- sextortion or image-based abuse;
- AI-generated harmful or sexual imagery, deepfakes or nudification;
- serious online harassment or threats;
- violent or extremist online content linked to a safeguarding concern;
- other significant online incidents affecting the student or the BCA community.

Online concerns will be considered in the same way as offline concerns. Where appropriate, they will also be managed under BCA's safeguarding, online safety, behaviour or Prevent procedures.

8. Violence Against Women and Girls

BCA recognises the safeguarding impact of violence against women and girls, misogyny and harmful gender-based behaviour. Where conduct such as sexual harassment, sexual violence, coercive behaviour or gender-based abuse raises concerns about a student's safety or the safety of others, a Suitability to Study Review may form part of the wider safeguarding response.

The focus of the review will be on the behaviour, risk, impact and support required. It will not be used simply to assess a student's opinions or attitudes. Relevant concerns may also need to be managed through BCA's child-on-child abuse, safeguarding or behaviour procedures.

9. Referral and Initial Review

Concerns may be raised by students, parents/carers, tutors, curriculum staff, Student Services, the safeguarding team, employers, placement providers or external agencies. Safeguarding concerns must continue to be reported through CPOMS in line with BCA's safeguarding procedures.

9.1 Initial review

When a concern is referred for consideration under this policy, the DSL or Director of Safeguarding & Student Services will carry out an initial review. This is intended to decide what needs to happen next rather than to create a formal process where one is not needed.

The initial review will consider:

- the nature and seriousness of the concern;
- whether there is an immediate safeguarding or safety risk;
- whether another BCA procedure is more appropriate;
- whether routine support is likely to be sufficient;
- whether a formal Suitability to Study Review is needed;
- what further information would be useful;
- whether any temporary support or safeguarding measures are needed while the review takes place.

Where there is an immediate safeguarding concern, BCA's safeguarding procedures will take priority. A referral to Children's Social Care, Police, health services or another agency will not be delayed while a Suitability to Study Review is arranged.

10. Information Gathering and Assessment

A review should be based on enough information to understand the concern properly, but BCA will only seek information that is relevant, necessary and proportionate.

Depending on the circumstances, information may include:

- attendance, progress and engagement information;
- behaviour and incident records;
- safeguarding records and relevant CPOMS entries;
- existing risk, safety or wellbeing plans;
- relevant medical or mental health information;
- SEND information and EHCP documentation;
- the student's views;
- parent/carer views where appropriate;
- curriculum, employer or placement feedback;
- information from Children's Social Care, health, Police, Youth Justice, probation or the local authority where relevant and lawfully shared;
- other relevant professional reports or advice.

Professional information will be considered alongside BCA's own assessment and will not automatically determine the outcome.

The review should look at strengths and protective factors as well as concerns. This may include supportive relationships, engagement with services, attendance at appointments, insight into risk, willingness to accept support and arrangements that are already working well.

10. What the assessment should consider

- what has happened and what is known;
- the impact on the student's education, wellbeing and safety;
- whether anyone else may be at risk;
- how likely the concern is to recur or escalate;
- the student's wishes and understanding of the situation;
- SEND, disability, health, communication or other relevant needs;
- reasonable adjustments and support already tried;
- protective factors and existing professional support;
- whether risks can be reduced to a manageable level;
- whether the proposed response is necessary and proportionate.

11. Risk Levels

Risk levels are a guide to the level of support and oversight that may be needed. They do not, by themselves, determine the outcome.

Level 1 – Low

Concerns are present but can reasonably be managed through routine pastoral, curriculum, SEND or wellbeing support. Formal restrictions are not normally required.

Level 2 – Medium

The concern is having a meaningful impact on the student's wellbeing, engagement or safe participation. A coordinated support plan, additional monitoring and/or reasonable adjustments are needed.

Level 3 – High

There are significant or escalating concerns about the student's safety, wellbeing or safe participation, or a potential risk to others. A formal risk-management plan is required and relevant external agencies may need to be involved. Temporary measures may be needed while further assessment takes place.

Level 4 – Critical

There is an immediate or very serious risk of harm that cannot safely be managed through usual arrangements. Urgent safeguarding action and temporary measures may be needed while further assessment takes place.

When deciding the level of concern and the response required, BCA will consider the nature, likelihood and possible impact of harm, protective factors, the student's needs and views, reasonable adjustments, professional advice and whether the identified risks can be managed safely.

A Level 3 or Level 4 risk relating to mental health, disability or SEND does not, by itself, justify interruption or withdrawal from education. The response should consider what action, support, reasonable adjustments and professional involvement may reduce or manage the risk.

12. Suitability to Study Review and Student Involvement

The format of the review will depend on the case. A formal multi-person meeting is not required every time. In some cases, the DSL and relevant staff may be able to review the information and agree support with the student without convening a wider meeting.

The student will normally be given an opportunity to explain their circumstances, provide information they want BCA to consider, identify support that may help and comment on proposed arrangements.

For students under 18, parents/carers will normally be involved unless there is a safeguarding or other compelling reason why this would not be appropriate. For students aged 18 or over, parent/carer involvement will normally take place with the student's agreement, unless information sharing without consent is justified on safeguarding or other lawful grounds.

Depending on the case, the review may involve the SENDCO, Mental Health Lead, curriculum or pastoral staff, employer or placement representative, and relevant external professionals.

Where SEND, disability or an EHCP is materially relevant to the concern, the SENDCO will be involved in the review. Where significant mental health needs are central to the concern, the Mental Health Lead or Student Services should also contribute where relevant.

The review will consider:

- the concerns and identified risks;
- the student's views, wishes and circumstances;
- protective factors;
- support already in place and whether it is working;
- reasonable adjustments;
- safeguarding and welfare needs;
- SEND and EHCP requirements where relevant;
- the impact on education and the wider BCA community;
- relevant professional advice;
- the least restrictive safe way forward;
- how and when arrangements will be reviewed.

13. Reasonable Adjustments and Support

Support will be tailored to the student and may include:

- Mental Health Officer support, or Art Psychotherapy where available;
- Learning Coach support, mentoring or a named trusted adult;
- attendance support plans;
- adjusted start or finish times;
- temporary timetable changes or a phased return;
- wellbeing, safety or crisis plans;
- additional check-ins or supervision;

- a safe space or agreed arrangements for leaving a lesson if needed;
- changes to classroom, workshop, placement or practical arrangements;
- communication adjustments;
- SEND support and, where appropriate, an EHCP review;
- Family Help or other safeguarding referrals;
- CAMHS, adult mental health or other health support where appropriate;
- multi-agency planning;
- remote learning where this is necessary and appropriate.

Adjustments will be reviewed to make sure they are actually helping. The fact that support has been offered will not, by itself, be taken to mean that the student's needs have been met.

BCA will seek supportive solutions before considering a significant restriction on learning.

14. Outcomes

A review may result in one or more of the following outcomes.

Outcome 1 – Continue with existing support

The student continues with current arrangements. No additional formal action is required, although routine monitoring may continue.

Outcome 2 – Enhanced support plan

Additional targeted support or reasonable adjustments are put in place and reviewed.

Outcome 3 – Suitability to Study Risk Management Plan

A formal plan sets out the identified risks, support, controls, responsibilities and review arrangements.

Outcome 4 – Temporary learning adjustment

Temporary changes are made to timetable, attendance, placement, practical activity or other arrangements to support recovery or reduce risk.

Outcome 5 – Temporary interruption of learning

A short, time-limited interruption may be agreed where it is in the student's interests or is necessary to manage a significant risk. The arrangement should include a review date, educational contact where appropriate, support arrangements and a clear plan for considering return.

Outcome 6 – Alternative provision or programme arrangement

Where appropriate and available, an alternative educational arrangement may be considered if this provides a safer or more suitable way for the student to continue learning.

Outcome 7 – Withdrawal

Withdrawal is an exceptional outcome. It will not be based simply on a diagnosis, disability, SEND, mental health need or safeguarding status.

Where the circumstances leading to consideration of withdrawal arise from, or may be connected with, a disability, BCA will specifically consider its duties under the Equality Act 2010, including the duty to make reasonable adjustments and the requirement not to discriminate because of something arising from disability**.**

Before withdrawal is considered, BCA must be satisfied that:

- the concern has been properly assessed;
- the student's views have been considered;
- relevant professional information has been considered where available;
- reasonable adjustments and appropriate support have been considered and, where reasonable, tried;
- SEND and EHCP duties have been considered where relevant;
- less restrictive alternatives have been explored;
- relevant external agencies or the local authority have been consulted where appropriate;
    - ➢ where the student has an EHCP, whether an urgent review or reassessment should take place before a decision is reached;
    - ➢ whether additional support, provision or funding could reasonably enable the student to continue;
    - the identified risks or barriers cannot reasonably be reduced or managed sufficiently, through reasonable adjustments, appropriate support, additional provision or less restrictive arrangements, to enable safe and effective continued study.

- the identified risks or barriers cannot reasonably be managed sufficiently to enable safe and effective continued study.

15. Decision-Making

BCA does not operate a standing Suitability to Study Panel. Decisions will be made by the people who need to be involved in the particular case.

Formal decisions arising from a Suitability to Study Review will always involve:

- the Designated Safeguarding Lead (DSL), or an appropriately authorised Deputy DSL; and
- an appropriate member of the Senior Leadership Team (SLT).

Other people will contribute where their knowledge or expertise is relevant. This may include:

- the SENDCO, particularly where the student has SEND or an EHCP;

- the Mental Health Lead or Student Services;
- the Deputy Director for Behaviour and Curriculum;
- a curriculum lead;
- an apprenticeship, employer or placement representative;
- health or mental health professionals;
- Children's Social Care;
- Youth Justice Service or probation;
- Police;
- the relevant local authority;
- another professional involved with the student.

Where the proposed restriction or withdrawal is materially connected to SEND, disability or an EHCP, the SENDCO must contribute to the decision.

Where withdrawal is being considered primarily because of a student's disability, SEND or mental health needs, BCA may consider obtaining appropriate legal and/or local authority advice before a final decision is made.

Where a decision may significantly restrict a student's education, interrupt learning, move the student to alternative provision or result in withdrawal, the DSL and SLT member must be satisfied that the decision is based on relevant evidence and that safeguarding, education, equality, SEND and welfare considerations have been properly considered.

The decision and reasons will be recorded. The record should set out the information considered, the student's views, support and adjustments considered, identified risks, relevant professional advice, the outcome, review arrangements and any right of appeal.

16. Emergency and Interim Measures

BCA may need to act immediately where there is an urgent risk of harm, a serious safety concern, significant welfare concern, serious criminal allegation or police involvement requiring urgent action.

Temporary measures may include:

- supervised attendance;
- temporary timetable changes;
- additional supervision or check-ins;
- restricted contact or access arrangements;
- temporary changes to practical, placement or off-site activity;
- temporary remote education;
- temporary removal from site where this is necessary to manage an immediate risk.

These measures are safeguarding or risk-management arrangements under this policy and are not, in themselves, disciplinary sanctions. They must be proportionate, kept under review and remain in place only for as long as reasonably necessary.

Emergency or interim measures must not become a long-term arrangement by default. Where they continue beyond the immediate safeguarding need, BCA will review the arrangements under this policy, including its Equality Act and SEND duties and the student's continuing access to education.

Where a student is temporarily unable to attend site, BCA will consider how education, safeguarding contact and pastoral support will be maintained.

17. Review and Return to Usual Study Arrangements

Every formal support or risk-management plan will include a review date. The frequency of review will depend on the nature and level of concern.

A review will consider:

- whether the concern has reduced, increased or changed;
- the student's current views and circumstances;
- attendance, engagement and progress;
- whether support and reasonable adjustments are working;
- any new safeguarding or professional information;
- whether current controls remain necessary and proportionate;
- whether restrictions can safely be reduced or removed.

A review may result in the arrangements continuing, changing, stepping up, stepping down or closing. The aim should be to return the student to usual educational arrangements as soon as it is safe and appropriate to do so.

18. Information Sharing and Confidentiality

Information will be handled in line with UK GDPR, the Data Protection Act 2018, KCSIE and relevant information-sharing guidance.

Information will be shared only where there is a lawful reason and where it is necessary and proportionate. Safeguarding information will be shared on a need-to-know basis.

Students should be told how information will be used and shared where it is appropriate and safe to do so. Staff must not promise confidentiality where information may need to be shared to protect the student or another person.

Records created under this policy will be stored securely in the appropriate BCA system. Safeguarding information will be recorded on CPOMS where relevant.

19. Appeals

A student may appeal a formal decision that results in a temporary interruption of learning, alternative provision or withdrawal. The appeal should normally be submitted in writing within ten working days of receiving the written outcome.

An appeal may be made where:

- relevant information was not considered;
- the procedure was not followed appropriately;
- the decision appears unreasonable or disproportionate in light of the information available;
- significant new information has become available that could reasonably have affected the decision.

The appeal will be considered by an appropriately senior person who was not materially involved in the original decision wherever practicable.

The reviewer may uphold the decision, vary it or ask for the matter to be reconsidered. The outcome and reasons will be communicated in writing.

20. Monitoring and Review

BCA will monitor the use of this policy to make sure it is being applied consistently, fairly and proportionately.

- Suitability to Study cases will be reviewed during the academic year;
- support and risk-management plans will be reviewed at case level;
- themes and learning will inform safeguarding, SEND, wellbeing and staff development;
- the policy will be reviewed annually, or earlier where legislation, statutory guidance or BCA practice changes.

Core Principle

Big Creative Academy believes that education can be a protective factor. Wherever possible, students will be supported to remain engaged in education through a child-centred, trauma-informed and inclusive approach. At the same time, BCA has a responsibility to protect the safety and wellbeing of students, staff and visitors. Decisions under this policy will therefore balance support and opportunity with the need to manage risk safely and fairly.