

## British Creative Institute

### Behaviour Management Policy

The Behaviour Management Policy for Post-16 SEND (Special Educational Needs and Disabilities) learners at the British Creative Institute (BCI), Birmingham, underscores the institute's commitment to creating a safe, supportive, and inclusive environment. The policy outlines detailed methodologies, processes, and procedures to support the behavioural development of SEND learners, aligning with the expectations set by relevant legislation, including the Equality Act 2010.

#### **Methodology for Supporting Post-16 SEND Learners**

BCI adopts a comprehensive, person-centred approach to managing the behaviour of post-16 SEND learners.

This methodology involves several vital strategies:

1. Each SEND learner at BCI has a bespoke IEP: These are developed through collaboration between learners, their families, educators, and support staff. These plans detail specific behavioural strategies, accommodations, and interventions tailored to each learner's needs. For example, a learner with autism might have strategies that include sensory breaks and structured routines, while a learner with ADHD might benefit from clear, concise instructions and frequent positive reinforcement.
2. Multidisciplinary Team Collaboration: A multidisciplinary team comprising educators, speech and language therapists, occupational therapists, counsellors, and behaviour specialists work collaboratively to support SEND learners. Regular meetings ensure a coordinated and holistic approach. For instance, a learner displaying anxiety-related behaviours might receive input from both our mental health support and a behaviour specialist

to develop coping strategies and adjust their learning environment.

3. **Positive Behavioural Interventions and Supports (PBIS):** BCI implements PBIS to encourage positive behaviours and create a supportive learning environment. This includes teaching and reinforcing desired behaviours through structured activities, such as social skills workshops, and using a reward system to recognise and celebrate positive behaviours. For example, learners might earn points or tokens for demonstrating cooperation, which can be exchanged for preferred activities.

4. **Communication and Social Skills Development:** Emphasizing communication and social skills is crucial for helping SEND learners navigate social interactions and express themselves effectively. BCI incorporates role-playing exercises, peer interaction sessions, and communication aids, such as visual schedules or communication boards, into daily activities. A learner with limited verbal skills might use picture cards to express their needs, while another might participate in a social skills group to practice making eye contact and taking turns.

### **Processes to Streamline Operation**

To ensure the effective implementation of the Behaviour Management Policy, BCI has established several operational processes:

1. **Regular Training and Professional Development:** BCI offers staff ongoing training in behaviour management, inclusive education practices, and the specific needs of SEND learners. This training includes workshops on de-escalation techniques, understanding sensory processing disorders and using assistive technology. For instance, staff might attend a seminar on the TEACCH approach, which provides strategies for structuring the environment to support learners with autism.

2. **Data Collection and Analysis:** BCI systematically collects data on behavioural incidents, interventions used, and outcomes. This data is analysed to identify patterns and assess the effectiveness of behaviour management strategies. For example, if a

particular intervention, such as a sensory diet, consistently reduces anxiety-related behaviours in multiple learners, it may be adopted as a standard practice across the institute.

3. **Continuous Review and Evaluation:** The Behaviour Management Policy undergoes regular review and evaluation to ensure it aligns with best practices, legal requirements, and the evolving needs of SEND learners. Feedback from staff, learners, and families is integral to this process. For example, an annual review might introduce new strategies based on recent research or changes in the student population.

4. **Transparent Communication:** BCI maintains clear and open communication channels among staff, learners, families, and external agencies. Regular updates, meetings, and accessible documentation ensures that everyone involved is informed and engaged. For instance, a communication app might notify parents of their child's progress and any behavioural strategies implemented at school.

## **Procedures for Achieving Positive Outcomes**

### **Physical Intervention**

Purpose:

Physical intervention is only used as a last resort to prevent harm to the learner or others, and must comply with Keeping Children Safe in Education (2025) and DfE Behaviour in Schools Guidance (2024).

Key Principles:

- Minimum force, shortest time necessary to prevent injury or serious disruption.
- Never used as punishment or for compliance.
- Proportional and reasonable under the circumstances.
- Staff training in accredited positive handling techniques (e.g., Team Teach or equivalent).
- Risk assessment documented in the learner's IEP/EHCP where foreseeable.

Procedures:

- De-escalation first: All non-physical strategies must be attempted before physical intervention.

- Authorised staff only: Intervention carried out by trained staff.
- Recording and reporting: Every incident logged in the Behaviour Incident Report and reviewed by the SENDCo and safeguarding lead within 24 hours.
- Post-incident support: Debrief for learner and staff; update risk assessments and IEP if needed.
- Parental notification: Inform parents/carers on the same day.

#### Legal Compliance:

- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice (0–25)
- Keeping Children Safe in Education (2025)
- DfE Behaviour in Schools Guidance (2024)

#### **BCI implements the following procedures to promote the well-being and success of post-16 SEND learners:**

1. Early Intervention: Early intervention strategies address behavioural concerns promptly, and they might include targeted support or referrals to specialists. For example, if a learner shows increased aggression, the team might introduce a functional behaviour assessment (FBA) to identify triggers and develop an intervention plan.
2. Collaborative Planning: Collaborative planning sessions involve all stakeholders, including educators, specialists, families, and the learners themselves, to ensure that support strategies are comprehensive and reflective of the learner's individual needs. A learner with significant emotional regulation difficulties might have a plan that includes both college-based counselling and strategies for home developed in collaboration with parents.
3. Consistent Implementation: The consistent application of support plans and behavioural interventions across all settings helps create a predictable and stable environment. For example, a learner with a history of challenging behaviours might have a consistent routine and clear behavioural expectations reinforced by all staff members in the classroom and during extracurricular activities.

4. Ongoing Monitoring and Adjustment: Behavioural progress is regularly monitored, and support plans are adjusted as needed. If a strategy is ineffective, the multidisciplinary team will meet to reassess and modify the plan. For instance, if a learner's anxiety does not decrease with

a quiet space alone, the team might introduce a peer buddy system or additional sensory supports.

### **Compliance with Policy and Its Impact**

Compliance with the Behaviour Management Policy at BCI is critical to achieving positive outcomes for SEND learners. The policy aligns with Ofsted's expectations for managing behaviour and supporting SEND learners, and it adheres to the Equality Act 2010, ensuring that all learners receive the support they need.

### **Adverse Outcomes of Non-Compliance:**

**Increased Incidents of Challenging Behaviour:** Failure to implement the policy effectively can lead to a rise in behavioural incidents, making the learning environment less safe and supportive for all learners.

**Reduced Engagement and Participation:** SEND learners may disengage from learning activities without appropriate support, negatively affecting their academic progress.

**Risk of Harm:** Non-compliance could increase the risk of harm to the learner, as challenging behaviours may escalate without timely and effective intervention.

**Disruption to the Learning Environment:** Inconsistent behaviour management can lead to disruptions that affect the SEND learner and their peers, hindering overall academic achievement.

### **Positive Benefits of Compliance:**

**Enhanced Emotional Regulation:** Consistent application of the policy supports learners in developing better emotional regulation, leading to improved behaviour and self-management.

**Improved Social Interactions:** By focusing on communication and social skills,

learners are better equipped to interact positively with peers and adults, fostering a more inclusive environment.

**Increased Independence:** Learners gain the skills and confidence needed to become more independent in school and their future endeavours.

**Academic and Well-being Improvements:** Effective behaviour management promotes a more conducive learning environment, leading to better academic outcomes and overall well-being.

### **Establishment and Importance of the Policy**

The BCI Behaviour Management Policy is established through a rigorous, collaborative process that involves senior leadership, educators, support staff, families, and external stakeholders.

The policy is informed by legal requirements, such as the Children and Families Act 2014 and the

SEND Code of Practice, as well as evidence-based practices in behaviour management.

Ofsted's framework for inspecting SEND provision highlights the importance of effective behaviour management, making this policy integral to BCI's commitment to providing high-quality, inclusive education.

### **Legal Framework and Compliance**

This Behaviour Management Policy is informed by the following legislation and statutory guidance:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 Years (2024 Update)
- Equality Act 2010
- Keeping Children Safe in Education (2025)
- Behaviour in Schools Guidance (DfE, 2024)

These documents outline the legal responsibilities of educational settings in supporting SEND learners. BCI ensures that behaviour management strategies are inclusive, non-discriminatory,

and aligned with safeguarding and SEND best practices.

#### Approval and Review

Policy owner	June Fisher / Marsha Webbe Principal/SENDCo
Approved by	Terry Burke (General Manager)
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