BIRMINGHAM INDEPENDENT COLLEGE

Positive Behaviour Policy

Next reviewed in: September 2025

Central to this policy is the well-being of all the students. This includes their physical safety, mental health and educational advancement. It both underpins and supports the positive ethos and the aims of the college.

This policy seeks to formalise:

1) Our intent in terms of the culture and learning environment we wish to create;
2) The implementation of this intent, namely the means by which we intend to support our attempts to establish and maintain a purposeful learning environment, in which the needs of our students are met on all levels, and where high standards of behaviour are encouraged;
3) The impact of this environment, for example how we measure our successes.

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

o Behaviour and discipline in schools
o Searching, screening and confiscation at school
o The Equality Act 2010
o Keeping Children Safe in Education
o Use of reasonable force in schools
o Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

Staff should also refer to other behaviour support documents such as:

o Team Teach Positive Behaviour Blueprint
o Behaviour support pyramid
o Establish, Maintain and Restore (EMR) approach

We recognise that:

• Pupil's emotions are rarely put into words; far more often they are expressed through other non-verbal cues
• Behaviour should be viewed as the pupil's attempt to communicate
• Behaviour management should be consistent and based on an understanding of the function of the behaviour and an understanding of the pupil's developmental level
• It is constructive in nature, including such methods as sensory strategies, diversion and praise for appropriate behaviour
• There is positive encouragement for effort, separating the student from the situation
• Emotional intelligence should be used as a basis for defusing any behaviour situation.
• Reflecting upon negative behaviour provides a learning opportunity enabling learners to improve.

Aims:

We believe:

- The keystone of any organisation is the forming and nurturing of good, positive relationships;
- Good behaviour is an essential ingredient in our ethos and aims;
- Appropriate behaviour needs to be taught, just like other curriculum areas, so that our children learn and embed high standards of behaviour for themselves and others;
- All of us are responsible for promoting high standards of behaviour, staff in monitoring behaviour around college, students in their own standards and their understanding of what is acceptable and what is not and parents in supporting college in the promotion of our ethos and values;
- All of us are entitled to dignity and respect, every effort should be made to preserve this;
- Students value a structured and ordered approach, with clear expectations, limits and standards;
- A learning environment with high standards of behaviour is the best environment for learning;
- Expectations should be rigorously reinforced by staff, a "This is the way we do things here" / "The BIC Way", approach is to be encouraged;
- Staff should receive training in how to promote our ethos, this will take the form of in-house Team Teach training and other informal training sessions throughout the year;
- Instructions should be clear, simple and age and ability appropriate, taking account of levels of understanding, speech and language issues and other factors affecting processing;
- Behaviour should be intrinsic, doing the right thing should be a reward in itself. This is the aim for all our students though we recognise that rewards can play a part in helping to develop to a stage of self-reliance and self-restraint;
- Relationships are more important than systems, there is no one 'system' for managing behaviour, staff can use a variety of strategies to teach behaviour but good relationships is the single most important factor;
- When consequences are used, they should reflect the misdemeanour and focus on repairing the damage done by that behaviour;
- Physical restraint and or intervention should only be used to prevent a student from harming him/herself, others, or damaging property. At all times, staff actions must be Reasonable, Proportionate and Necessary.
- Incidents of positive handling, behaviour and extreme dysregulation should be recorded on Incident Reports, allowing us to monitor trends or patterns in behaviour, and take proactive measures to reduce risk.

- All procedures established and used in college should be kept under constant review, to evaluate their effectiveness.
- All of us are responsible for ensuring that students do not suffer discriminatory treatment on the grounds of ethnicity, religion, gender, disability or sexual orientation;
- All of us are responsible for ensuring that students do not suffer any form of peer on peer abuse.

We believe that:

- All behaviour is a form of communication, so every effort must be made to

understand it.
- All consequences must be viewed as a conversation to improve future behaviour & teach better ways.
- All responses to unwanted behaviour must be appropriate and consistent.
- Behaviour is EVERYONE'S responsibility.
- There should be a 'balanced approach' in supporting behaviour regulation.

Relationships:

Connecting students to teachers who support their academic and individual development is critical to improving achievement. Learning necessitates effort, and connections with teachers are one of the strongest indicators of a students' effort and involvement with the curriculum.

Positive relationships and interactions between adults and students are required for effective teaching and learning. Positive attitudes such as respect and listening to one another are demonstrated by staff. This gives opportunity for students to develop empathy, compassion, relationships skills, and understanding. It allows students to feel respected and supported, which increases their likelihood of positive behaviour. Building trusting relationships with pupils, identifying triggers, establishing strategies, and de-escalating situations is the foundation of successful relational practice. The Establish, Maintain, and Restore (EMR) approach entails actively concentrating on those students who are most challenging to establish a relationship with and may be in the greatest need of a stable and positive relationship.

	Establish	Maintain	Restore
Definition	Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection and understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with learner)
Strategies	- Set aside window of time to spend with learner - Inquire about learner's interests - Communicate positively - Open ended questions - Affirmations - Reflective listening - Validation - Reference learner info - Deliver constructive feedback wisely	- Positive notes home - Greet learners at the doors - Relationship check in - Random special activities - High ratio of positive to negative interactions (5:1)	- Reconnect, Repair, Restore - Take responsibility for negative interaction - Deliver and empathy statement - Let go of the previous incident and start fresh - Communicate your care for having the learner - Engaging in mutual problem solving

Roles and Responsibilities

The Proprietorship body:

The Proprietorship body will review this behaviour policy in conjunction with the Head of College and monitor the policy's effectiveness, holding the Head of College to account for its implementation.

The Head of College:

The Head of College is responsible for reviewing this behaviour policy in conjunction with the Proprietorship body. The Head of College will also approve this policy.

The Head of College will ensure that the college environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

**Staff:**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents.
- Communicating incidents with parents.

Parents are expected to:

- Support their child in adhering to the college's behaviour policy

- Inform the college of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the SLT promptly.

Behaviour Support Pyramid:

The college's behaviour support pyramid outlines the approach to supporting behaviour, as well outlining specific stepped support and plans.
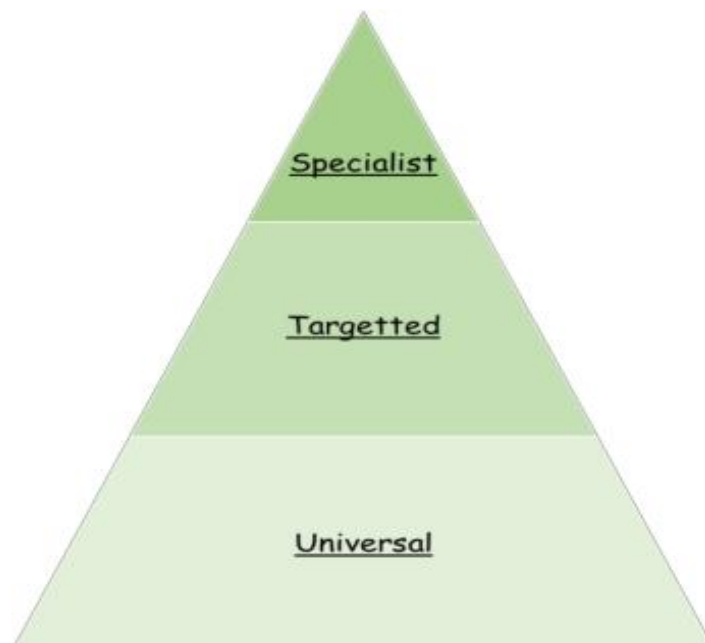
Universal

The majority of students at BIC will operate under the college's Universal behaviour support approaches. See Positive Behaviour Blueprint.

If at any point a student requires physical intervention of enhanced positive touch, or more, a PBP should be created immediately.

Targeted

1. More targeted support required. Universal approaches are still to be utilised. Creation of one page Behaviour Support Profile (BSP) or PBP (whichever suits the pupil). Support through DSL or Senco.

2. Enhanced targeted support. Universal approaches are still to be utilised. Positive Behaviour Plan (PBP) in place. Support through SLT/DSL/Senco.

Specialist

1. Direct support from the SLT/DSL/Senco. Student observations, reports and Positive Behaviour Plans created directly with class team or key supporting adults. Other relevant professionals to be involved, such as SLT, SENCO, OT, and SALT.

2. Referral to outside agencies for support, such as CAMHS or Educational psychologist.

The School Rules

At BIC we foster strong and positive relationships with every student by promoting attitudes of tolerance, mutual respect, and confidence. We expect students to try their best and commit themselves to the highest standards of behaviour.

We expect our students to:

- Learn without disruption.
- Respect themselves and others, their points of view, irrespective of their race, gender, religion or background
- Do their best
- Be polite and courteous to teachers and other students
- Act with honesty and responsibility
- Be punctual
- Have a positive approach to all aspects of college life.

Key adult consistencies:

Staff will be consistent in supporting behaviour and emotional regulation at all times, in line with this and other college policies.   We believe that consistent approaches by all, support positive behaviour and relationships, which help builds a foundation for outstanding education. Students at BIC will be met with key adult consistencies, such as:

- Students at BIC can expect to be met with adults who are calm, controlled & consistent.
- Empathetic responses, taking into consideration the students experiences & understanding of the world around them.
- Students at BIC will always be kept safe by adults.
- We are relentlessly positive.
- Consistent language & visual supports.
- High expectations.
- CALM communication (**C**ommunication, **A**wareness & Assessment, **L**istening, **M**aking safe).
- Daily meet & greets from all staff, both at the pupil entrance & when entering each classroom or lesson throughout the day.
- Persistently catching students doing the right thing, linking to the college rules above.
- Supporting students who drop below expectations.
- Classroom recognition boards (where appropriate).
- Excellent transitions around the college building, walking around college.
- Outstanding & clear routines to ensure students feel safe.
- Restorative approaches to behavioural concerns or conflict.
- Scripting difficult interventions.
- Emotional literacy and regulation support.

Rewards

Positive relationships are integral to our college culture. An ethos of encouragement and praise should go firmly hand in hand with this. Staff should aim to "catch students doing the right thing" as often as possible. Students value praise and positive reinforcement, and it should be viewed as a way of enhancing their self- esteem and confidence. Many of our students experience failure of one form or another in education, and it is our duty as staff to be the difference and support our children to achieve success. Celebration of these successes should be regular.

There is no single 'system' that is most effective for promoting good behaviour, rather a culture and ethos of shared values is the most effective means of achieving the atmosphere that we want. Positive comments made to a pupil, in the moment, are by far the most impactful source of praise and recognition. Other methods of offering praise can support this process so with this in mind, listed below are some methods of offering praise and reward to our pupils.

- Phone calls home;
- Visiting the Head of College to show work or receive praise;
- Visiting other members of SLT;
- Sharing success with a trusted member of staff, with whom the pupil has a strong relationship;
- Positive notes in the home school log/diary;
- Recognition notes;
- Stickers;

The overall aim of this approach is to foster an understanding among our students that good behaviour and doing 'the right thing' are rewards in and of themselves. We want to develop good people, rather than individuals solely motivated by external gains.

Whilst this is the case, we recognise that for some of our pupils, external motivators may support the development of more intrinsic motivations. For this purpose, some of the following methods may be employed in individual classes or for individual pupils:

- Recognition walls
- Reward Charts
- Star of the day/week

Responses and Consequences

We understand that at times, a students' behaviour may fall below the expectations set out in our policy. At BIC, we view behaviour as a form of communication and as such, endeavour to understand the experiences and feelings that may be driving the behaviour. This is particularly important when considering the very specific needs of our pupils. The Equality Act (2010) gives us a legal duty to support students with SEN. As all of our students are in receipt of an EHCP, we need to tailor our responses appropriately. Some appropriate responses are listed below:

- Verbal advice and support;
- Reminders of firm and clear boundaries;
- Use of humour to divert and distract from the behaviour, utilising the strength of personal relationships;
- Planned ignoring;
- Withdrawal from a situation – either offered or directed;
- Time out;
- Other distraction and diversion methods.

Stepped support strategies:

A gradual and graded response is to be used at all times, promoting proactive responses. There will be occasions or planned interventions when behaviours warrant reactive responses, such as extreme behaviours.

All students will be supported by adults in being, helpful, pleasant, polite & sensible, in a manner that is appropriate to them as an individual.

1. ***Redirection***—Gentle encouragement, a 'verbal nudge' in the right direction, a small act of kindness.

2. ***Reminder***—A reminder of the expectations/rules - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. Proactive responses in understanding what the possible behaviour means (is another strategy or intervention needed, such as OT). Does the pupil have the planned supports in place?

3. ***Warning and a minute—*** 'Turn it around'. Redirect the pupil to the right place giving them appropriate time of positive attention to help them back on track. Talk to the pupil privately where possible and give the opportunity to engage. Supportive actions to support behaviour regulation may be put into place e.g. student moved within class, sat with key adult.

4. ***Take-up Time—*** Redirect the pupil and give them a few minutes or more (appropriate to student) to regulate and get back on task. Return to the pupil focusing on something positive.

5. ***Triage***—Triage is a no-blame environment. Triage addresses the question: 'How can this pupil return to their class, calm and ready to learn?' This is not the time to address the exit from the lesson. Students are supported to regulate their emotions to support them returning to class. Logical action and consequences, appropriate to the pupil & situation should be put in place.

6. ***Restorative follow up meeting***—This will take place between the adult & student before the end of the day, or in whatever way is developmentally appropriate for the pupil.

Consequences

At times, it will be necessary to provide a consequence for misbehaviour. Staff should always ensure that consequences reflect the incident that has taken place, being a natural or logical consequence, and focus on repairing any damage done to relationships. Consequences should always be applied with the intention of promoting positive behaviour and learning. Some of the following may be applied in response to negative behaviours:

- Missing some break or lunchtime;
- Staying behind after a lesson;
- Changing position in the classroom;
- Working in another room
- Staying behind after school;
- Reflection time (not detention);
- Time with SLT;
- Communication with parents
- Withdrawals;
- Constructive conversations

The term 'detention' and or 'punishment' is sometimes used to describe some of the above consequences. At BIC, we endeavour to avoid the terms detention and punishment. Time spent back with a member of staff should always focus on reflecting and repairing. Restorative conversations should take place and staff should endeavour to strengthen the relationship. Strong relationships run throughout BIC & we aim to teach better ways. Restorative follow ups should be tailored to each cohort or individual student, but key principles should be modelled at all times:

- *What happened?*
- *How were you feeling or What were you thinking about?*
- *What can you do next time?*
- *How can you make it right?*

On occasion, some students may need to spend time away from their class group as part of a planned response to a particular incident or that of a temporary bespoke timetable. On such occasions, a discussion with the Head of College and SLT should take place where arrangements for how the withdrawal will operate should be finalised.

Monitoring and Evaluation of Behaviour and Behaviour Management

All students who regularly display challenging behaviour should have their own Positive Behaviour Plan (PBP) or Behaviour Support Profile (BSP) to ensure that anyone working with them is aware of how best to support that particular student. Similarly, all our ASD students should have their own Pathway to Success plans, detailing the best ways of working with them to attempt to avoid dysregulation.

- o SLT will receive notifications of incidents from the DSL

- o All staff have access to incident reports and are responsible for recording and reporting incidents.

Principles

- **Respect and Dignity:** Every child has the right to be treated with respect and dignity, regardless of their individual needs.
- **Positive Reinforcement:** Emphasis on rewarding positive behaviours and encouraging growth, self-esteem, and independence.
- **Individualized Support:** Behaviour management strategies are tailored to each student's needs, abilities, and communication style, aligned with their Education, Health, and Care Plan (EHCP).
- **Consistency:** Clear, consistent routines and expectations are essential to provide students with a sense of security and structure.
- **Safety:** Ensuring the safety of all students and staff is a top priority. Appropriate interventions will be used if a student's behaviour poses a risk to themselves or others.

Key Measures for Managing Behaviour

Personalized Behaviour Plans:

- Each student has an individualized behaviour plan (IBP) that aligns with their EHCP.
- These plans include identified triggers, appropriate de-escalation techniques, communication methods, and positive reinforcement strategies.
- Visual aids, social stories, and sensory tools are used to help students understand expected behaviour.

Positive Behaviour Support (PBS):

- PBS is used to proactively address behavioural challenges. This involves identifying the function of behaviours and teaching alternative, positive ways to meet those needs.
- Focus on teaching self-regulation, emotional literacy, and coping strategies.

Clear Communication:

- For non-verbal students, alternative communication methods such as Picture Exchange Communication System (PECS), sign language, and assistive technologies will be used to help students express needs and feelings.
- Staff will ensure communication is clear, using visual supports and prompts to reinforce expectations and routines.

De-escalation Techniques:

- Staff are trained in de-escalation techniques to safely and effectively manage challenging behaviour without escalation to physical interventions.
- Calm, predictable responses are provided, with a focus on maintaining the student's dignity.

Safe Spaces and Sensory Breaks:

- Quiet, safe spaces are available for students who may become overwhelmed. Sensory breaks and interventions are incorporated into the day to help prevent overstimulation and anxiety.

Monitoring Behaviour

Incident Logging:

- All behavioural incidents are logged in the school's behaviour system. Incidents are recorded in detail, noting where possible triggers, interventions used, and outcomes should be logged.
- Staff will record any use of physical intervention or restraint (in accordance with legal guidelines) and report it to senior leadership (SLT).

Regular Review:

- Each student's IBP is regularly reviewed, in collaboration with teachers, and parents/carers,
- to assess effectiveness and make necessary adjustments.
- Senior leadership monitors behaviour trends and the effectiveness of interventions through incident reports and regular team meetings.

Evaluation of Behaviour Management

Data Analysis:

- Behavioural data from incident logs is reviewed by the Senior Leadership Team (SLT) to identify patterns, triggers, and the success of interventions.
- Feedback from staff and parents is considered to inform adjustments to behaviour plans and overall strategy.

Collaborative Review:

- Individual behaviour plans and whole-school behaviour strategies are evaluated through collaboration between staff, families, and external professionals where necessary.
- Termly meetings include a discussion of the progress each student is making in terms of their behaviour, with recommendations for any adjustments to support.

Student Progress:

- Behaviour is also evaluated against each student's progress toward their personal development goals, as outlined in their EHCP.

Staff Training and Support

- **Ongoing Training**: Staff are trained regularly on managing challenging behaviour, de-escalation techniques, and the use of positive behaviour support strategies.
- **Team Support**: Behavioural issues are discussed regularly in team meetings, and staff are encouraged to share successful strategies and seek support from peers and senior staff.

Power to use Reasonable Force

All members of staff have a legal power to use reasonable force according to Section 93 of the Education and Inspections Act 1996 and in accordance with the DFE Use of Reasonable Force guidance. At BIC, force will only ever be used to prevent students from hurting themselves or others, damaging property or causing significant disorder. Further details can be found in the linked Positive Handling Policy.

At BIC we believe that the use of positive touch is a vital aspect of our nurturing role and that adult physical contact is not only inevitable but desirable. Some students will require positive touch as part of their everyday routines, such as holding hands, linking arms or being guided in the correct direction.

Touch not only promotes a student's social and emotional development but is also a highly effective and powerful method of non-verbal communication, is key to the development of healthy relationships and a method of stress relief. It can be used to:

- Show acceptance
- Provide reassurance
- Demonstrate affection
- Calm and provide comfort
- Emphasise the spoken word
- Provide sensory stimulation
- Engage in personal care routines
- Deliver various therapy programmes
- Offer an alternative to spoken communication
- Remove a child from danger or keep a child safe

Reporting of Injuries following extreme dysregulation / physically challenging behaviour

It is good practice for a member of staff to check the student in question for any injuries, marks or scratches after extreme dysregulation, physically challenging behaviour incident. Any marks, scratches or injuries sustained during the course of a Positive Handling incident or physically challenging behaviour/dysregulation incident, should be recorded and the injured party should be seen by a first aider once calm. At BIC the care and safety of students is our paramount concern however we recognise the working realities when individuals are involved in incidents involving the use of force. "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising, scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe." (George Matthews, Team Teach Chairman).

Discriminatory Behaviour and Peer on Peer Abuse including sexual harassment and sexual violence

The college will respond quickly to reports of discriminatory behaviour and peer on peer abuse, including sexual harassment or sexual violence. The school will ensure that all such incidents 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:

- Proportional

- Considered

- Supportive

- Decided on a case-by-case basis

Sanctions for such cases may include:

- Verbal Warnings
- Time spent with a member of staff during or after school
- Parental meetings
- Withdrawal from class
- Fixed term or permanent exclusion

The school 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 student protection and safeguarding policy for more information.

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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

At BIC we feel that bullying is an unacceptable way of behaving. Students can feel threatened, abused and undermined by others and this is not acceptable at our college. We aim to prevent the occurrence of bullying, wherever possible before it occurs. To this end we have developed a series of strategies and ways of dealing with disputes using a variety of techniques.

We:

- Challenge the idea that bullying is an acceptable part of growing up

- Develop strong anti-bullying messages in the curriculum especially during

   Anti-bullying week in the Autumn Term.

- Raise awareness by the use of posters

- Maintain good adult supervision at vulnerable times and places.

- Anti-bullying Intervention Strategies:

- We provide a clear and well-established reporting procedure for students and parents.

- Teachers regularly raise the issue in class discussions.

- We do not allow the concept of 'innocent, neutral bystanders' in this context

- We use national examples of incidents to illustrate the seriousness of bullying

   and to illicit sympathy for the victims.

- We acknowledge the distress of the bullied pupil and reassure them that they are

   not to blame.

- Avoid damaging terms such as 'bully', 'victim,' or 'bullied' which can either glorify

   or demean

- the students concerned, instead we refer to 'bullying behaviour'.

- We teach students within PSHE and Citizenship lessons why bullying is wrong

   and how to deal with incidents.

- We encourage students to become 'buddies' to help new arrivals.

- We encourage students to become leaders to encourage positive play.

- We ensure a good level of supervision at more vulnerable times.

- All staff including Travel Guides are expected to be vigilant and report incidents

   They see and hear.

- Keep a record of serious incidents.

- As bullying can happen outside the college day we:

- Encourage the students to support each other especially when travelling to and from school using public transport.

- Encourage students not to 'suffer in silence'

- Ensure we have good communications with the transport drivers, bus drivers etc.

- Follow up incidents that are reported

Off-site behaviour

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

- Taking part in any college-organised or college-related activity (e.g. college trips)
- Travelling to or from college
- Wearing college uniform
- 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 or member of the public
- Could adversely affect the reputation of the college

Confiscation

- **Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students.
- We will also confiscate any item which is harmful or detrimental to college discipline. These items will be returned to college after discussion with senior leaders and Parents, if appropriate.
- Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.