



Prestige Beauty Academy
Behaviour Policy for Learners with Special Educational
Needs and Disabilities (SEND)

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Date of Next Review: November 2026

Behaviour Policy for Learners with Special Educational Needs (SEN)

1. Policy Statement

The Small Beauty Academy is committed to providing a positive, inclusive, and professional learning environment where all learners are treated with dignity and respect. This policy sets out the standards of behaviour expected from all learners, and outlines the additional support provided to those with Special Educational Needs (SEN) to ensure equitable access to learning and achievement.

2. Scope

This policy applies to:

- All enrolled learners, including those identified with SEN or additional learning needs.
- All staff, contractors, and visitors engaged in teaching, assessment, or support activities within the academy.
- All academy settings, including classrooms, salons, online platforms, and off-site learning locations.

3. Aims and Objectives

The aims of this policy are to:

- Promote positive, respectful, and professional behaviour at all times.
- Create a safe and supportive environment conducive to learning.
- Ensure consistency and fairness in managing behaviour.
- Recognise and address the specific needs of learners with SEN.
- Encourage learners to take responsibility for their conduct and personal development.

4. Principles

The academy believes that:

- Behaviour is a form of communication and should be understood within the context of individual needs.

- Every learner is entitled to high expectations, clear boundaries, and fair treatment.
- Positive reinforcement, early intervention, and restorative approaches are more effective than punitive measures.
- Reasonable adjustments must be made to support SEN learners in meeting behaviour expectations.

5. Behaviour Expectations

All learners are expected to:

- Demonstrate respect for staff, peers, and clients.
- Maintain professional conduct, appearance, and hygiene standards in line with industry expectations.
- Attend all sessions punctually and engage fully in learning activities.
- Follow health and safety procedures at all times.
- Use academy facilities and equipment responsibly.
- Communicate respectfully, avoiding discriminatory, aggressive, or inappropriate language or behaviour.

Where SEN learners may struggle to meet these expectations, additional support and guidance will be provided.

6. Support for SEN Learners

The academy is committed to identifying and addressing barriers to behaviour and learning. Support may include:

- Development of an Individual Learning Plan (ILP) outlining personalised support strategies.
- Implementation of a Behaviour Support Plan (BSP) where required.
- Access to mentoring, counselling, or learning support.

- Reasonable adjustments, such as modified timetables, rest breaks, or adapted communication methods.
- Staff awareness and training on inclusive practice and behaviour management for SEN learners.
- Collaboration with parents/carers, support workers, or external agencies.

7. Promoting Positive Behaviour

The academy promotes positive behaviour through:

- Clear and consistent communication of expectations.
- Praise, recognition, and reward systems (e.g., certificates, learner commendations).
- Encouragement of self-reflection and restorative dialogue following incidents.
- Opportunities for learners to develop social, emotional, and employability skills.

8. Responding to Inappropriate Behaviour

All incidents of inappropriate behaviour will be managed fairly, proportionately, and with consideration of any underlying SEN-related factors.

- Procedural stages may include:
- Informal verbal reminder – reinforcing expectations and offering support.
- Formal warning – discussion recorded and strategies agreed.
- Review meeting – involving SEN support staff or parents/carers where necessary.
- Behaviour Support Plan – developed and monitored regularly.
- Temporary suspension or withdrawal – considered only where behaviour poses a health, safety, or safeguarding risk.

Exclusion will be used only as a last resort and in accordance with equality and safeguarding legislation.

9. Recording, Monitoring, and Review

All behavioural incidents and interventions are recorded confidentially on learner files.

Patterns or triggers are monitored by tutors and the SEN Coordinator (SENCO).

Records inform support plans, reviews, and staff training.

The policy and its implementation are reviewed annually by the Senior Management Team.

10. Roles and Responsibilities

Senior Management Team (SMT):

- Ensure implementation of this policy and compliance with legal and awarding-body requirements.
- Provide resources and staff training.

Tutors and Assessors:

- Model professional behaviour and reinforce positive conduct.
- Identify learners requiring additional support and refer to the SENCO.
- Apply the policy consistently and record all incidents appropriately.

SEN Coordinator (SENCO):

- Oversee SEN provision and reasonable adjustments.
- Support staff in implementing individual and behaviour support plans.
- Liaise with external professionals and agencies where appropriate.

Learners:

- Adhere to academy expectations.
- Engage with support offered.
- Contribute to a positive and inclusive learning environment.

11. Legal and Regulatory Framework

This policy is informed by the following legislation and guidance:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Ofsted Education Inspection Framework (EIF)
- Health and Safety at Work Act 1974
- Data Protection Act 2018 (GDPR)

12. Policy Review

This policy will be reviewed annually or sooner if required by changes in legislation, guidance, or academy practice.

Approved By: Mary Hickson

Position: Principal

Date: 11/11/25