

BEHAVIOUR POLICY

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APPROVED BY:	CHAIR OF BAT BOARD OF TRUSTEES
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Brunel Academies Trust (BAT) is a company limited by guarantee with registration number 10074054 and registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN; BAT is the parent company and Sole Corporate Member of the subsidiary company, Brunel Education (BE), a company limited by guarantee with registration number 11991915 and registered offices also at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN.

The Brunel Education (BE) Board have approved and adopted the majority of BAT Tier 1 policies and procedures. Tier 1 policies are centrally held policies relating to Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Where this BAT Tier 1 policy refers to BAT this also therefore consistently applies to BE.

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1. Aims

This policy outlines our approach to promoting positive behaviour and the principles and practices which underpin the management of behaviours which challenge.

This policy covers every member of the staff and student and is based on the belief that:

- A moral framework is established within which initiative, responsibility and strong relationships can flourish.
- An environment is created in which everyone feels safe, secure and respected and behavioural issues such as bullying and sexual harassment will be managed in a swift, unbiased way.
- Each individual is worthy of respect and tolerance, and their contribution is valued.
- Our student, with the right support and understanding can make excellent progress and it's everyone's responsibility to model good behaviour and have high expectations for all student.
- Commitment to positive behaviour management will promote good outcomes for all student.
- A culture is fostered where Child on Child abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up. We believe that everyone has the right to feel safe, secure and supported.

The underlying objectives in this policy cover:

- Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
- Systems and social norms – including rules, routines, and consequence systems;
- Staff induction, development and support – including regular training for staff on behaviour;
- Student transition – including induction and re-induction into behaviour systems, rules, and routines;
- Student support – including the roles and responsibilities of designated staff and the support provided to student with additional needs where those needs might affect behaviour;
- Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
- Banned items – a list of items which are banned by Exeter House School and for which a search can be made.

This policy is a companion policy to our Anti Bullying Strategy which outlines our specific approaches to educating student, recording and dealing with incidents, and the reporting and oversight of all bullying incidents in our provision.

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools – Publication: 'Behaviour in schools: advice for headteachers and school staff 2022'.
- Reducing the Need for Restraint and Restrictive Intervention.
- The Equality Act 2010.
- Use of reasonable force in schools.
- Special educational needs and disability (SEND) code of practice.

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- Guidance on the use of Restrictive Physical Interventions for staff working with children and adults who display extreme behaviour in association with Learning Disability and / or Autistic Spectrum Disorders 2002.
- This policy complies with our funding agreement and articles of association.

3. Approach

Brunel believes that all children and young people, regardless of race, gender, religion, sexual orientation, ability and disability, have the right to learn in a safe, caring, nurturing and supportive environment.

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual. As behaviours serve a communicative function, it is therefore most effective to teach an alternative, appropriate response than to try and stop a behaviour by using aversive techniques or sanctions.

Positive behaviour management procedures are constructive, in that they teach an appropriate, alternative means to achieve the same goal and ultimately build self-esteem. We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We will provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem.

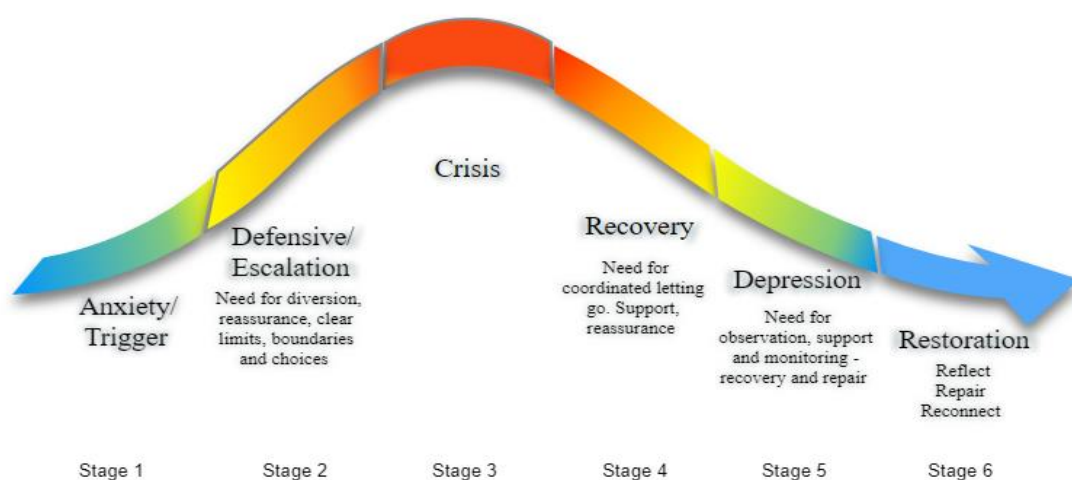
Understanding an individual's specific communication needs will help us to limit the instances of behaviours which challenges and enable us to support them more effectively when they do occur. We take a personalised approach to the support of such behaviour, recognising that a variety of techniques and strategies will work differently for each student whilst also actively promoting the shared values of fairness, tolerance towards and respect for each other.

We recognise that;

- Our student have complex and multiple learning difficulties including SLD, PMLD, Autism and ADHD which affects their ability to self-regulate
- Through an individualised approach to behaviours that challenge we can support students to become more able to self-regulate
- A holistic approach to behaviour support is vital to for our young people which includes close collaboration with parents, carers and in some instances wider professionals including Child and Adolescent Mental Health Service (CAMHS), MHST, Occupational and Speech Therapists and Social care.
- A trauma informed approach which is outlined in the Exeter House Trauma Informed Guide which also includes the exploration of the impact of Adverse Childhood Experiences (ACEs) when supporting our students

- An approach that takes into account Maslow's Hierarchy of needs in that student's need their basic needs to be met (food, sleep, drink), they need to feel safe, have positive relationships and a positive environment to be able to learn
- An approach that takes into account the stages of a crisis and that whilst a student is in crisis they need support to regulate and will not be able to co-operate with further demands being placed on them

SIX STAGES OF CRISIS



- A positive behaviour support approach that is not sanction based but uses motivators, working for schedules and rewards
- Learning across school needs to be highly engaging, motivating and individualised. The detail of our curriculum can be found in the Exeter House School curriculum overview. It is essential that the curriculum offer is creative and individualised for each of our student's according to their needs and interests and offers the appropriate challenge. Some students require a greater emphasis on a child led approaches and some may need an individual timetable. Our PSHE curriculum supports students to develop positive relationships, understand their feelings and other areas that support with positive interactions
- An approach that is 'hands off'. We do not physically move students instead we will use motivators, working for schedules and planned reinforcers to support students to transition between activities
- An approach that does not use restrictive physical interventions, including holding, moving or carrying. Seclusion, isolation and time out are also not used. Students have access to break out spaces according to their individual needs and they have access to resources for self-regulation
- A therapeutic approach which includes Speech therapy, Sensory integration therapy, ELSA, Music therapy, Art Therapy, Riding for the Disabled and Rebound therapy. Students access these therapies in time blocks based on their individual needs

Through these approaches **we expect students to:** -

- To be enabled to become as independent as possible.
- Demonstrate respect and tolerance for others.
- Consider the thoughts and feelings of those around them.

Regular and continuous professional development (CPD) in relation to special educational needs and disabilities (SEND), including training relating to supporting behaviour, is vital to help promote positive approaches to supporting behaviours that challenge.

We expect staff to: -

- Develop secure relationships with student and understanding their individualised needs is fundamental to supporting them when they display behaviours which challenge. The building of rapport between staff and students is essential
- Recognise that behaviours that challenge may be an indicator of wider safeguarding concerns and can be a form of communicating an unmet need. We recognise that behaviours can range from physically and verbally aggressive to quiet and withdrawn.
- Use a non-punitive approach based on teaching student the benefits of positive behaviour as well as consequences to their actions is the basis of effective behaviour support.

We recognise that at times, student may display behaviours which challenge. These can be broadly defined as;

- Unintentional / intentional disruption of the learning environment.
- Demonstrating undesirable verbal or physical behaviour towards another person or the environment.
- An inability to self-regulate which may result in self-injurious or unsafe behaviour, or damage to the learning environment.
- Deliberate non-engagement with instructions.

4. Roles and responsibilities

4.1 Local Governing Committee

The LGC is responsible for monitoring this policy's effectiveness and holding the Head of Provision to account for its implementation.

Be informed of significant behaviour matters for which the Head of Provision may require additional resourcing to be approved.

4.2 Head of Provision

The Head of Provision is responsible for reviewing this behaviour policy. this behaviour policy.

- The Head of Provision will ensure that the environment encourages positive behaviour and that staff deal effectively with behaviours that challenge and will monitor how staff implement this policy to ensure behaviour management systems are applied consistently.
- The Head of Provision, or those with delegated authority will support teaching staff with a holistic approach to specific behaviours that challenge through an internal meeting of relevant staff to produce a Behaviour Support Plan identifying 'behaviours that challenge'. This will be monitored by Head of Provision or those with the delegated responsibility to do so.

- The Head of Provision will report behaviours which have involved restrictive physical intervention to the LGC/LMC during LGC/LMC meetings on a regular basis.
- The Head of Provision will ensure that staff are trained in the use of de-escalation techniques and some appropriate staff are trained in the non restrictive physical interventions identified in section 6
- Inform governors of behaviour data and any underlying trends that might be impacting on student progress through the Head of Provision report 3 times per year.
- Inform relevant central team staff of concerns and share information upon request.
- Review behavioural incidents to ensure behaviour support plans and risk assessments are being implemented effectively.
- Promote all elements of this policy to staff, children and young people.
- Support all staff to follow the expectations set out in this policy.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour and acting as role models.
- Providing a personalised approach to the specific behavioural needs of student.
- Recording behavioural incidents, including those which have involved non restrictive physical intervention (defined in section 6) accurately and without bias on Sleuth and on CPOMs if there has been a significant behaviour change or a safeguarding concern
- Where physical interventions (defined in section 3) are used, staff are responsible for recording it as soon as possible using the designated recording system in the class within 24 hours.
- Writing Behaviour Support Plans (BSP) and agreeing these with the designated member of the SLT prior to sharing with parents.
- Being alert to the signs of bullying of any type or racial harassment, record and respond to such incidents and alert senior staff.
- Playing an active part in creating a sense of community and applying the agreed standards of behaviour consistently.
- Support each other sensitively in maintaining good classroom management.
- Treating all student equally, irrespective of gender, race, disability, cultural background or religion.
- Recognising and celebrating successes and achievements of each Student.
- Acting sensitively and with respect towards student in distress; providing comfort, sympathy and protection as appropriate.
- Ensuring that appropriate motivators and rewards are accessible to all students
- Recognising that behaviours which challenge are a form of communication and supporting students to communicate using their preferred communication system.
- Reflecting on their own actions to the management of behaviours that challenge.
- Deal with any incident that may involve physical intervention appropriately, following agreed guidelines.

- Record any incident resulting in physical injury
- Record any incident of bullying or harassment regardless of the nature.
- The Behaviour Support Lead and the Senior Leadership team will support staff in responding to behavioural incidents and respond dynamically to instances of behaviours that challenge as required.

4.4 Parents

Parents and carers have a vital role in promoting positive behaviour in Exeter House School and so effective home / School liaison is very important.

Parents are expected to:

- Keep us informed of behavioural difficulties student might be experiencing at home.
- Inform us of any changes in circumstances that may affect their young person's behaviour.
- Discuss any behavioural concerns with the relevant staff promptly.
- Work with us to develop their young person's Behaviour Support Plan and support its implementation.
- Come into Exeter House School on occasions, such as annual reviews, parents' evenings, information sharing events etc.

4.5 Students

We expect students to;

- Strive to become as independent as possible.
- Develop and demonstrate respect and tolerance for others.
- Consider the thoughts and feelings of those around them.

5. Rewards and sanctions

We believe that student should be acknowledged and rewarded for positive behaviour. Due to the individualised approach to the management of behaviours this may look different for each Student and each class but remain consistent with our core values. We do not use sanctions but we believe that students should be taught about consequences of their actions and where possible apply a restorative approach to behaviour support, giving student the opportunity to repair relationships and where necessary the physical effects of their actions.

5.1 Motivators, Working for Schedules and Rewards

At Exeter House we use the following to support our students

- Individualised reward systems such as working for schedules e.g. earning 4 stars for time playing with a highly motivating toy
- Transition bags containing highly motivating items for the student to support them with transitions
- Praise from adults
- Celebration assemblies, certificates, awards.
- Positive feedback via the home/school communication book to parents / carers.

5.2 Behaviours of concern

These will be managed individually using primary, secondary and reactive interventions based on Positive Behaviour support this may include the following;

- Careful management of the environment or activity.
- Withdrawal of the Student from a situation or activity to keep themselves or others safe and ensure the learning experiences of others is not unduly affected.
- A sign or gesture.
- A change in facial expression or vocal tone.
- A 'change of face' between staff members supporting the student.
- Reflection time.
- Involvement of another staff member.
- Involvement of an outside agency (such as CAMHS / Social Care).
- Creation of a Behaviour Support Plan
- Use of non restrictive physical interventions that may include, blocking, deflection, distraction for kicks, and hits, hair pull technique and bite techniques (see section 6)
- Notification of parents.

5.3 Management of ongoing significant and extreme behaviours

It is in the best interests of everyone to try to understand why unwanted behaviours occur and find solutions that support the wellbeing of the student. Unfortunately, some student do demonstrate ongoing serious patterns of behaviours that put themselves at risk and cause harm to the staff who are working with them.

In such situations staff should seek as a matter of urgency support from external agencies, ensuring parents are kept informed of any referrals and interventions being made. Strategies within the agreed Behaviour Support Plans (See Section 7) will need ongoing refinement and additional staff resourcing may be needed. Where this is the case, the setting will make contact with the placing Local Authority.

If having taken advice on intervention and therapy, and additional staffing levels to create a 'team around the Student' this still do not resolve the concern and the Student acts in such a way as to be continually a danger to others, the setting will follow the Brunel agreed Incident Flowchart.

To avoid suspensions (formerly known as temporary or fixed term exclusion) or permanent exclusion, through consultation with the CEO, and/or Director of Education parents and the Local Authority, the setting may offer the following approaches:

- Offer a place to work within the setting which is away from others who may be hurt by being in their vicinity.
- Agree a change to the arrival and leaving time so that this does not coincide with other student.
- Offer a part remote and part face to face timetable in their setting.
- Offer another site of the same setting for the Student to work in.
- Offer a part remote and part face to face timetable on another site of the same setting.
- Work remotely with staff visiting to facilitate their education for a period of time.
- Work part time in their setting and part time in another site within the Trust's family of provision.
- Work part time remotely and part time in another site within the Trust's family of provision.

If possible, transition back to setting will be carefully planned in a staged approach putting the student needs at the heart of all decision making.

If all concerned believe the setting can no longer meet need then the placing Local Authority will seek a new provider and name them in the Student's Education Health and Care Plan (EHCP) and transition to the Student's new setting will begin.

There is a commitment by the Head of Provision at Exeter House School to not suspend or exclude any child or young person.

Where the use of suspension or exclusion may be considered; this would be as a last resort and only in extreme circumstances where it was considered to be in the best interests of the child/young person, the trust will support Headteachers with the use of internally organised alternative provision. This decision will be made in collaboration with the Directors of Education/CEO. However, where this is not deemed appropriate, with the authorisation of the CEO, the following guidance highlighted in the trusts Suspensions and Exclusions Policy (2024) will be followed.

6. Principles underpinning the use of physical intervention

Brunel's mission is to eradicate the use of all Physical Intervention through:

- Enhanced knowledge of the complexity of our pupils in regard to diagnosis and/or disability.
- A solution focussed approach – we aim to support and understand the student's presentation and/or behaviour.
- The consistent approach and delivery method within all our education provisions
- The implementation of personalised SEND practice

Restrictive physical restraints are not used at Exeter House school and staff are not trained in them. At Exeter House School some staff are trained in a 3 day Positive Behaviour Management training course through the Positive Response Training and Consultancy accredited by the British Institute of Learning Disabilities (BILD ACT and the RRN). The course includes both the generic principles of PBS and their specific applications to the pupils they support and that their working methods support the implementation of this training in practice as well as non - restrictive physical intervention skills. This training package focusses on a gradient of support and this is reinforced throughout the training. Staff who have received this training will then access an annual 1 day refresher course. Induction training in the theoretical principles of Positive Behaviour Support is delivered to all new staff within their first working term of joining the school. Updates on the principles of PBS should be built into the staff training programme throughout the year

Restrictive practices that may occur in school include keeping doors closed, preventing access to areas via door ways to high risk environments ie car park, deep water especially during any behavioural escalations, including corridors where there are bannisters to a floor below, are in place for health and safety reasons 'such as preventing injury, protecting property and reducing danger'. However, staff are able to physically intervene if necessary when acting in the best interests of the child and or others for Health and safety reasons. Any physical intervention should be reasonable and proportionate and should be the least restrictive and used as a last resort. Other mechanical restraints relate to students equipment for example wheelchairs, work chairs, standing frames. These pieces of equipment will likely have safety straps and straps that are used for postural support but are not used for any restraint purposes

6.1 Introduction

This policy provides a framework for the use of Physical Intervention at Exeter House School. It considers information provided in Circular 10/98 (Section 550A of the Education Act 1996) as well as the DFES 'Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults Who Display Extreme Behaviour in Association with Learning Disability and /or Autistic Spectrum Disorders.'

Central to this policy is the understanding that any Physical Intervention used by staff must be in accord with the idea of 'Reasonable Force' and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. It is essential that any discussion of Physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. 99% of the time there will be no need for physical intervention and other methods must be used. Physical interventions should only be used when dialogue, distraction and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired result, considering the age, size, diagnosed needs and history of the child or young person. We recognise there are emergency situations that call for an urgent response.

6.2 The Legal Context

Whenever force is used it must be reasonable, which means it must be proportionate to the circumstances it is intended to prevent (2010 Use of Force Guidance). Any decisions taken by professionals should be in the best interests of the individual concerned (Human Rights Act 1998 amended 2004). Where children are concerned the welfare of the child is the paramount consideration (Children Act 2004). The document that concerns us most is Section 550A of the Education Act 1996. This led to Circular 10/98, which sets out guidelines for the use of reasonable force. A low arousal approach to the situation, by staff is essential.

6.3 Acceptable Non Restrictive Physical Interventions used

Staff who have satisfactorily completed the PBSpro training described in section 6 are able to use their specific non restrictive physical interventions including deflection, breakaway and block techniques. A list of staff who have completed this training is held by the CPD lead. The situations where these non restrictive physical interventions might be used include:

- Wrist, Hair or other harmful grabs
- Bites
- Neck holds
- Punches and Kicks
- Clothes grabs
- Finger grabs

However we recognise there can be situations that call for an urgent response so all staff are able to physically intervene if necessary when acting in the best interests of the child and/or others for Health and Safety reasons. Any physical intervention should be reasonable and proportionate and should be the least restrictive and used as a last resort.

6.4 Placing Physical Intervention in Context

PBS Model

At Exeter House School we use Positive Response Training's Model for delivering PBS interventions (Allen et al. 1997). This has been widely adopted in the UK and features the following three components:

Primary Prevention involves changing aspects of a learner's environment so as to reduce the probability of challenging behaviours occurring. Primary prevention strategies include: Changing

features of learner's physical environment, addressing internal setting events (mental & physical health), eliminating or modifying specific triggers for behaviour, increasing rates of access to preferred reinforcers, modifying demands, and teaching new skills.

Secondary Prevention involves identifying the early signs that a learner may be becoming distressed and then implementing appropriate supportive actions to restore calm and prevent behaviours from escalating. Secondary prevention strategies include: stimulus removal, prompting to coping skills, strategic capitulation, and diversion to reinforcing/ compelling activities.

Reactive Strategies

The use of reactive strategies may be necessary when all other primary and secondary preventative measures have been unsuccessful. Good practice dictates that any reactive strategy should be tailored to meet the needs of the individual learner. The agreed use of any reactive strategy should be clearly identified and recorded in the learners Behaviour Support Plan. This will be completed in collaboration with staff involved in supporting the learner and other professionals as appropriate. Staff do not receive training in or use any restrictive practice techniques including holding, moving or carrying. Reactive strategies that are used at Exeter House School are deflection, breakaway and block techniques. These reactive strategies must:

- Not be used in isolation but always be used in conjunction with parallel positive behavioural procedures
- They must only be used as a last resort when all other strategies have proved unsuccessful
- They must only be used for the minimum amount of time necessary to deal with the immediate situation
- Not be used as punishments or rewards
- Follow a gradient of support, with the least intrusive procedure always being the first option
- Be tailored to meet individual need and prescribed on an individual basis only
- Use the minimal amount of force necessary in any given situation
- Be proportionate to the immediate situation
- Focus on giving control back to the student as quickly as possible
- Be regularly reviewed
- Take into consideration all possible contra-indications and/or complications
- Be routinely assessed following their use for any signs of injury or psychological distress to the learner
- Be recorded within 24 hours on SLEUTH following their use
- If you have any cause for concern following any reactive strategy with one of our students please contact the Designated Safeguarding Lead.

6.5 Reporting and Monitoring of Incidents

Reporting and monitoring is of paramount importance for a number of reasons:

- Protection for staff and pupils
- Keeps a record of number of incidents so times / areas that most incidents occur can be tracked and necessary interventions put into place.

As soon, as is reasonably possible after an incident staff need to input the information about the incident on Sleuth indicating if a physical intervention as listed above has been used. Sleuth will alert the Co-Head teachers if a physical intervention has been used

When both the staff member and child involved have calmed / self-regulated then a de-brief need to take place between them. This should include (if appropriate) a discussion about strategies that the child could use in the future to:

- Avoid further physical intervention
- Ensure that any physical intervention that does occur will be known to the child and the child will understand the reasons for its usage.

At Brunel we have a reflective culture where the voice of the pupil and staff member is captured and used to inform pupil intervention.

7. Searching, Screening and Confiscating

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. We reserve the right to search and screen for illegal items and confiscate them in line with our protocols 'searching, screening and confiscation'.

8. Behaviour Support Plans

It is not unusual for a student, at some point, to need a Behaviour Support Plan which;

- Is a personalised document detailing possible and identified behaviours which challenge.
- Lists strategies to support student.
- Has an emphasis on preventative and de-escalation strategies.
- Lists all appropriate strategies, including physical intervention.
- Is agreed by leaders.
- Should be discussed with parents/carers and as best practice, signed by them.

9. The Use of Break Out Spaces

At Exeter House School we do not use safe spaces or de-escalation rooms to support students in a crisis. Instead our practice is to pre-empt a crisis happening by:

- The majority of classrooms have an additional room which can be used by students if they need to work in a quieter environment on tasks set by the teacher or self chosen activities that support their self-regulation
- Some areas of the school have corridors which have sensory regulation activities set up that students can access to support their self regulation
- Some classrooms have sensory regulation activities available in the classroom e.g. trampettes or chairs that rock for students to access to support their self regulation

These additional spaces are used to prevent a student reaching a crisis and support their self regulation. Whilst in these areas or using the equipment students should be supervised either directly by an adult co-regulating with them or with an adult supervising from a distance whilst they are self-regulating.

If a student is in crisis in a classroom or another area of the school the practice in Exeter House is for the other students to move to another area and to make the area safe for the student e.g. removing

furniture. Support can be called for from the Behaviour Support Lead or SLT to ensure the safety of the student in crisis and the other students

10. Responses

- Bullying, including Online bullying will be recorded. Both perpetrators and victims will be supported, communicating fully with parents and professionals where necessary and where the student will be provided the opportunities for bespoke training and or emotional support.
- Reports of sexual harassment (online or face to face) or violence will be recorded and detailed on CPOMS
- When a critical incident occurs where there is intent to harm another or oneself or placing another person in imminent danger, follow the Brunel agreed Incident Flowchart.
- Review of the content of PSHE lesson content as appropriate.

11. Wider Support

11.1 Students are supported to manage their behaviour by;

- Accessing 1:1 support with a staff member who knows them well to discuss any concerns around their wellbeing
- Use of zones of regulation with regular check ins throughout the day
- Accessing the school's therapeutic offer – ELSA, Music Therapy, Art therapy, Riding for the disabled, Rebound therapy and Sensory integration therapy. This can be offered to students in blocks of time
- Regular communication with parents and carers.
- Where necessary, support and advice will also be sought from other agencies, such as CAMHs, to identify and support specific needs.

11.2 Staff

We recognise that the management of behaviours which challenge can have an impact on staff wellbeing. For this reason, we have a range of support available for staff, including;

- Access to the pastoral team including the Behaviour Support Lead
- SLT
- Access to Care First counselling
- Where deemed appropriate staff members can be referred to Occupational Health
- Opportunities to debrief / reflect with a member of SLT following significant instances of physical intervention and where necessary review Behaviour Support Plan/ Risk Assessment.

12. Sharing Information

To ensure the right support is in place, information relating to how best to reduce risk and to support students to display positive behaviours may be transferred to relevant staff at the start of the term or year. Information relating to behavioural issues may also be shared with new settings for those students transferring to other educational establishments, or with external curriculum providers.

Sharing this information with other trusted providers is in the legitimate interest of the student under GDPR regulations.

13. Training

We believe that staff training is a fundamental in ensuring good quality outcomes for all of our students and through regular training we can hone and develop strategies to help support positive behaviour. We believe in a highly personalised approach to curriculum design and implementation with a key focus on effective communication to ensure students are motivated to succeed and enabled to regulate their behaviour as much as possible.

As such, we deliver a regular programme of training which is designed to ensure all staff are highly skilled in both theoretical understanding and practical knowledge in a range of key areas which will enable students to maximise their potential such as;

- Positive behaviour support training as outlined in section 6
- Training relating to communication
- Autism Awareness training
- Sensory regulation training
- Annual Safeguarding training

14. Links with other policies and procedures

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Health and Safety Policy
- PSHE Policy
- Trauma Informed Practice at Exeter House guide

15. Policy Review

This policy has been produced in consultation with staff, and students at Exeter House School

A copy of this policy is available to all who request it. It will be reviewed on an annual basis to ensure that the aims, objectives and adopted strategies remain relevant.

This policy is adopted by the BAT and will be reviewed every 1 year or earlier if change to legislation.

Signed:



CEO

Signed:



Chairman of the BAT Board

Approval Date: 26 September 2025