BEHAVIOUR POLICY

AREA:	EXETER HOUSE SCHOOL
AUDIENCE:	ALL STAKEHOLDERS
REVIEW FREQUENCY:	ANNUALLY
DATE 1st ISSUED:	AUG 2026
LAST REVIEW DATE:	AUG 2026
NEXT REVIEW DATE:	AUG 2027
OWNED & REVIEWED BY:	HEAD OF PROVISION / BRUNEL EDUCATION TEAM
APPROVED BY:	CHAIR OF BAT BOARD OF TRUSTEES
LAST APPROVAL DATE:	*APPROVAL PENDING*

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) is a charitable company limited by guarantee with registration number 11991915, registered with the Charities Commission of England Wales (Charity Number 1214820) and with registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN

Tier 1 policies are centrally held policies relating to Education, 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.

Amendments to policy		
Date	**Section**	**Amendment**

DRAFT

Contents

1. Aims 3
2. Legislation and statutory requirements 4
3. Approach 4
4. Roles and responsibilities 6
   4.1 Local Governing Committee 6
   4.2 Headteacher 6
   4.3 School Leaders 7
   4.4 Staff 7
   4.4 Parents / Carers 8
   4.5 Students 8
5. Rewards and sanctions 9
   5.1 Recognition of Appropriate Behaviour 9
   5.2 Behaviours of concern 9
   5.3 Management of Ongoing Significant and Extreme Behaviours 10
6. Minor Breaches of this policy 10
7. Serious breaches of this policy 10
8. Suspected Criminal Behaviour 11
9. Removal from a classroom 11
10. Searching, Screening and Confiscating 12
11. Behaviour Support Plans 12
12. Isolation – The use of Safe Spaces 12
13. Record Keeping and Responses 12
14. Wider Support 13
   14.1 students are supported to manage their behaviour by; 13
   14.2 Staff 13
15. Sharing Information 13
16. Training 14
17. Monitoring arrangements 14
18. Links with other policies 14

DRAFT

1. Aims

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

The aims of this policy covers every member of the staff and student and is based on the belief that:

- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To establish a moral framework is established within which initiative, responsibility and strong relationships can flourish.
- To create 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.
- The Brunel ethos is based around inclusive and compassionate principles which are beneficial to the wellbeing of all children and young people (CYP). Each individual is worthy of respect and tolerance, and their contribution is valued.
- Our students, 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 students. All CYP wish to belong, achieve and contribute to their school, family and community. Child centred approaches where their voices are central and where plans utilise their strengths, resources and qualities are integral to success.
- Commitment to positive behaviour management will promote good outcomes for all students. CYP need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Being consistent and fair is not about everyone getting the same, but everyone getting what they need.
- 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;
- students transition – including induction and re-induction into behaviour systems, rules, and routines;
- students support – including the roles and responsibilities of designated staff and the support provided to students 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. Brunel adopts a zero tolerance approach to abuse to prevent harm to CYP. The policy and procedures with regard to child on child abuse are also set out in the Safeguarding and child protection policy and procedures.
- Banned items – a list of items which are banned by school and for which a search can be made.

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

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 students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' 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 or 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.
- DfE Restrictive Interventions guidance April 2026
- This policy complies with our funding agreement and articles of association.

3. Approach

Brunel believes that all children and young people (CYP), 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.

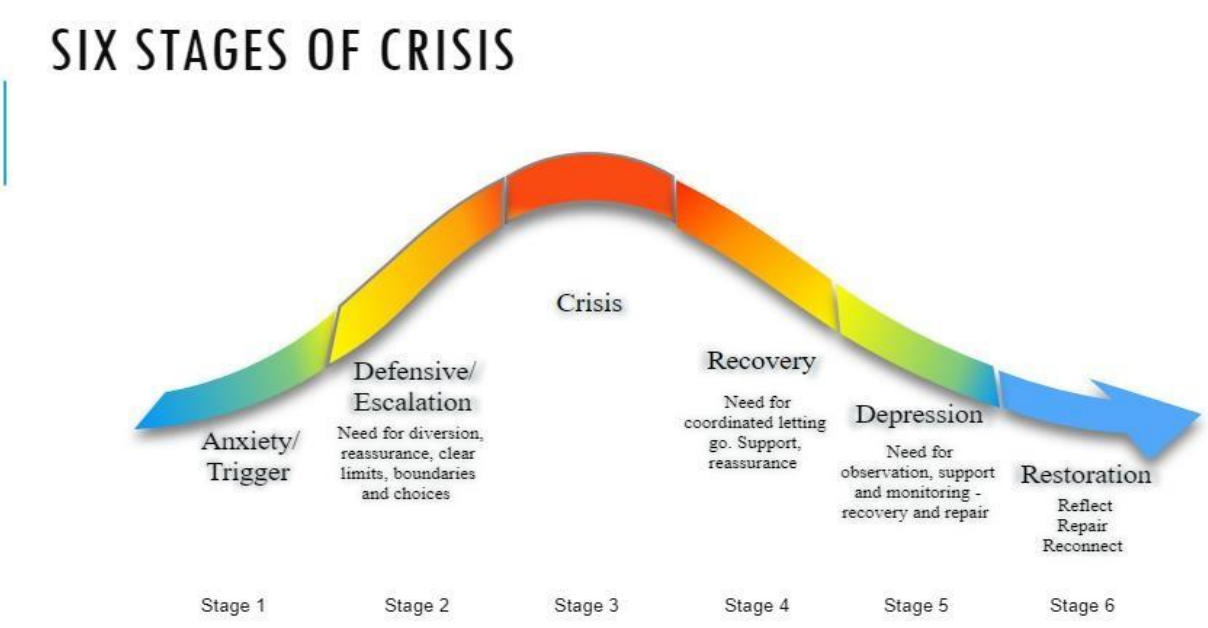
Understanding an individual's specific communication needs will help us to limit the instances of behaviours which challenges and enable us to support them more effectively when they do occur. We take a personalised approach to the support of such behaviour, recognising that a variety of

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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 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



- 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

- We use motivators, working for schedules and planned reinforcers to support students to transition between activities and do not physically move them if they are not transitioning
- 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**: -

- Strive 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 managing behaviour, is vital to help promote positive approaches to managing behaviours that challenges.

We expect staff to: -

- Develop secure relationships with students and understanding their individualised needs is fundamental to supporting them when they display behaviours which challenge.
- 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 students the benefits of positive behaviour as well as consequences to their actions is the basis of effective behaviour support.

We recognise that at times, students 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-compliance with instructions.

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4. Roles and responsibilities

4.1 Local Governing Committee

The LGC is responsible for monitoring this policy's effectiveness.

Be informed of significant behaviour matters for which the Co-Headteachers may require additional resourcing to be approved.

4.2 Headteacher

- The Headteacher is responsible for reviewing this behaviour policy.
- The Headteacher 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.

- Headteacher, 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 student plan identifying the antecedents to 'behaviours that challenge' and how these can be supported. This will be monitored by Headteacher or those with the delegated responsibility to do so
- The Headteacher will ensure that staff are trained in the use of de-escalation techniques and restrictive physical intervention.
- Inform governors of behaviour data and any underlying trends that might be impacting on student progress.
- 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 School Leaders

School Leaders are responsible for:

- Be highly visible, routinely engage with CYP, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Make sure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all CYP to participate in creating the culture of the school.
- Encourage engagement with experts e.g. Counsellors and mental health teams to inform effective implementation of the behaviour policy and the links to the whole school approach to mental health and wellbeing.

4.4 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 students.
- Recording behavioural incidents, including those which have involved physical intervention accurately and without bias on Sleuth and on CPOMs if there has been a significant behaviour change or a safeguarding concern.
- Where physical interventions 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.

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- Treating all students 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 students in distress; providing comfort, sympathy and protection as appropriate.
- Ensuring that appropriate 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 and / or the use of physical intervention in 24 hours.
- Record any incident of bullying or harassment regardless of the nature.
- The Senior Leadership Team and those with delegated pastoral duties will support staff in responding to behavioural incidents and respond dynamically to instances of behaviours that challenge as required.
- All restrictive physical intervention should be recorded on CPOMS and should include reference to the controls/restraints used and by whom.
- Leaders will investigate all cases of restrictive physical interventions to look for patterns and to consider how best to support both staff and students.

4.4 Parents / Carers

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 students 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.
- Read, agree and sign the Home / School Agreement and return a copy to us.
- 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.

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5. Rewards and sanctions

We believe that students should be acknowledged and rewarded for positive behaviour. (We also recognise that motivators for some students are not appropriate). 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 believe that students should be taught about consequences of their actions and where possible apply a restorative approach to behaviour support, giving students the opportunity to repair relationships and where necessary the physical effects of their actions.

5.1 Recognition of Appropriate Behaviour

CYP are educated about good behaviour through the curriculum, PSHE, relationships education, relationships and sex education programmes and pastoral support systems. CYP are encouraged to act responsibly and to accept responsibility for their behaviour. This includes teaching CYP explicitly what good behaviour looks like.

Motivators, Working for Schedules and rewards can be the most effective means of motivation CYP.

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

When a member of staff becomes aware of behaviours of concern, they should respond in a consistent, fair, proportionate and timely manner in accordance with the Behaviour policy.

These will be managed individually but may involve;

- Ensuring the safety of students
- Careful management of the environment or activity.
- Withdrawal of the students 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 students.
- Reflection time.
- Involvement of another staff member such as tutor or senior staff member.
- A restriction of time allowed or options available during ‘reward time’.
- Involvement of another member of staff / outside agency (such as CAMHS / Social Care).
- Creation of a Behaviour Support Plan.
- Use of physical intervention and change of location if this is in the best interest of the young person to maintain safety for them and those around them, including staff.
- Notification of parents.

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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 students. Unfortunately, some students 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 (will need ongoing refinement and additional staff resourcing may be needed. Where this is the case, the setting will contact the placing Local Authority and arrange an emergency annual review, involving all stakeholders..

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 Co-Headteachers at Exeter House School to not suspend or exclude any child or young person.

6. Minor Breaches of this policy

Brunel adopts a culture of openness and transparency and where there are concerns regarding breaches of discipline, contact should be made at the earliest opportunity. All concerns are taken seriously.

Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and/or interviews with the CYP involved. Low Level consequences may be given.

7. Serious breaches of this policy

Allegations, complaints or rumours of serious and/or persistent breaches of discipline should be referred to the Co-Headteachers.

The main categories which are likely to be considered to be serious breaches include but are not limited to;

- Supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply.
- Actual or attempted theft, blackmail, intimidation, cyber based bullying or prejudice based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator.
- Physical violence and/or abuse.
- Physical or emotional abuse or harassment (to include behaviour that may be categorised as 'banter', 'just having a laugh', or 'boys being boys'.
- Initiation/hazing type violence and rituals.
- Abuse in intimate personal relationships between CYP (Child on Child abuse.)
- Sexual violence, sexual harassment and upskirting and other harmful/inappropriate sexual behaviour.
- Consensual and non consensual haring of nudes and semi nude images/and or videos.
- Contravention of the Brunel Acceptable use and online safety policies.
- Supply or possession of pornography.
- Behaviour which may constitute a criminal offence.

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- Persistent breaches of discipline or behaviours not in line with the school's ethos.
- Other misconduct which affects the welfare of a member of the school or community or which brings the school into disrepute.
- Other misconduct provided for in the Brunel policies.

An allegation, complaint or rumour of serious breach of discipline will be investigated in accordance with the procedures set out in Brunel policies:

- Disciplinary
- Managing Allegations and Low Level Concerns

8. Suspected Criminal Behaviour

- Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed and should be reported to the Police.
- A minimum investigation will be carried out to establish this and before making a decision, the school will consider its duty to safeguard the CYP.
- Where a report is made to the Police, school will not act in anyway which would prejudice a criminal investigation.
- Having liaised wit the Police, school may decide to continue the investigation and impose circumstances.
- The Safeguarding and child protection policy takes precedent at all times.

9. Removal from a classroom

CYP will only be removed from a classroom for serious disciplinary and safeguarding reasons.

Removal from the classroom is different to the use of separate spaces (e.g. Sensory/nurture rooms used for planned and timetabled purposes to meet a CYP needs.)

Removal from the classroom will only happen for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonable level of disruption,
- To enable CYP who are escalated to be taken to a place where education can be continued in a managed environment, and
- To allow the CYP to regain calm in a safe space.

Parents will be notified on the day that this has happened.

Meaningful education will be provided during any period of removal from a classroom.

The Co-Headteachers will maintain overall strategic oversight of the use of removal from the classroom.

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 Education Team/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 will be followed.

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10. Searching, Screening and Confiscating

Searching can play a critical role in ensuring that schools are safe environments for all students and employees. It is a vital measure to safeguard and promote employee and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. We reserve the right to search and screen for illegal items and confiscate.

11. Behaviour Support Plans

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

- Identifies the antecedents to any behaviours
- Highlights an understanding of the diagnostic or developmental needs of the student
- Is a personalised document detailing possible and identified behaviours which challenge.
- Lists strategies to support students.
- 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.
- In exceptional circumstances an additional Risk Assessment/Safety Plan can be in place for a particular CYP. See Use of Reasonable Force policy.

12. Isolation – The use of Safe 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

13. Record Keeping and Responses

All records crated in accordance with this policy are managed in accordance with Brunel policies that apply to the retention and destruction of records.

School will establish a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and

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monitored by SLT. The school currently use Sleuth recording system with any changes in behaviour which could be a safeguarding concern being recorded on CPOMs

- Bullying, including Online bullying will be recorded. Both perpetrators and victims will be supported, communicating fully with parents and professionals where necessary and where students 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
- Records of any search for a 'prohibited item' and all searches conducted by police officers will be recorded and detailed on CPOMS

14. Wider Support

14.1 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.
- Having opportunities to meet with staff qualified to support student emotional needs.
- 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.

14.2 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
- Access to onsite Mental Health first aiders
- Support 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/ Safety Plan.

15. Sharing Information

To ensure the right support is in place, information relating to how to support students with their presentation may be transferred to relevant staff at the start of the term or year. Information relating to student presentation 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.

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16. Training

We believe that staff training is 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.

Regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

This includes:

- How staff can support CYP in meeting high standards of behaviour
- How staff can ensure that this policy and consequences are applied consistently, fairly and in proportion and a predictable way.
- Where applicable to reflect the need of particular CYP.

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
- Training relating to communication.
- Autism Awareness training.
- Sensory regulation training
- Annual Safeguarding training.

17. Monitoring arrangements

This policy will be reviewed **annually** by the Education Team. At every review, it will be approved by BAT Board of Trustees and BE Board of Trustees.

18. Links with other policies

This policy links to the following policies and procedures:

- Use of Reasonable Force policy
- Safeguarding policy
- Mobile Phone policy
- Online Safety policy
- Health and Safety policy
- PSHE Curriculum policy
- Disciplinary policy
- Managing Allegations and Low Level Concerns policy

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

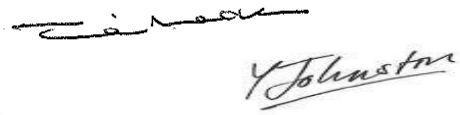
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Signed: CEO

Signed: Chairman of BAT Board of Trustees

Date: *Approval Pending*

This policy is adopted by Exeter House School (part of the Brunel Academies Trust) **and will be reviewed every year or earlier if change to legislation.**

Signed:  Co-Headteachers

Signed:  Chief Education Director

Date: 7th October 2026

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