

IMPACT ALTERNATIVE LEARNING BEHAVIOUR POLICY AND APPENDICES PACK

FINAL ELITE VERSION

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This policy has been rebuilt to mirror the depth, structure and operational detail of the uploaded Behaviour Policy while replacing all Safe Start references with Impact Alternative Learning and adding more explicit safeguarding, SEND, restorative and implementation detail.

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1. INTRODUCTION AND PRINCIPLES

Impact Alternative Learning's Behaviour Policy sets out how staff, volunteers, contractors, learners, commissioners, parents/carers and visiting professionals will work together to maintain a safe, calm, purposeful and respectful provision. It is designed for a specialist cohort of learners, many of whom present with SEMH needs, trauma histories, disrupted education, attachment difficulties, neurodivergence and heightened vulnerability. The policy therefore combines high expectations with high support.

The core aim of the policy is to create a framework in which learning can take place, staff and learners feel physically and emotionally safe, relationships can be repaired after difficulty, and behaviour concerns are addressed consistently, proportionately and lawfully. Behaviour at Impact is never viewed in isolation from safeguarding, SEND, mental health, communication needs and wider contextual factors.

This policy is underpinned by the following principles:

- every learner is entitled to dignity, safety, respect and access to education;
- behaviour is often a communication of need, stress, dysregulation, trauma, confusion or unmet expectation;
- clear boundaries and consistent consequences are protective and supportive, not punitive in themselves;
- restorative and reparative approaches should be used wherever safe and appropriate;
- safeguarding duties override convenience, routine and informal practice;
- responses must be reasonable, proportionate, recorded and capable of external scrutiny.

The policy aims to contribute to the creation of a framework in which:

- high-quality learning, vocational and therapeutic-style activities can take place without unnecessary interruption;
- staff, learners and visitors feel safe and secure on site, in transit and during off-site activity;
- appropriate support, intervention and differentiation are available quickly and flexibly;
- learners develop personal responsibility, emotional literacy and an understanding of impact;
- legal requirements relating to child protection, equality, exclusions, criminal activity, prohibited items and reasonable force are met;
- behaviour patterns, triggers, incidents and progress are monitored continuously;
- learners fully understand the support and intervention pathways that may follow inappropriate behaviour.

2. STATUTORY AND GUIDANCE FRAMEWORK

This policy should be read alongside Impact Alternative Learning's safeguarding, exclusions, complaints, health and safety, risk assessment, online safety, SEND and staff code of conduct policies. It has been drafted with reference to the following legislation and guidance current at the date of review:

- Children Act 1989 and Children Act 2004;
- Education and Inspections Act 2006;
- Equality Act 2010;
- Human Rights Act 1998;
- Keeping Children Safe in Education 2025;
- Working Together to Safeguard Children 2023;
- Behaviour in Schools advice;
- Suspension and Permanent Exclusion guidance;
- Searching, Screening and Confiscation advice;
- Use of Reasonable Force advice;
- Special educational needs and disability code of practice;

Where a behaviour incident also raises concerns regarding abuse, exploitation, harmful sexual behaviour, criminality, discrimination, neglect, peer-on-peer abuse, serious violence, self-harm or mental health crisis, the safeguarding response will take priority and staff will follow child protection procedures without delay.

3. PURPOSE, SCOPE AND DEFINITIONS

This policy applies to all learners on roll or attending by placement agreement, all staff employed or deployed by Impact Alternative Learning, and all activities delivered on site, in transit, online, in vocational settings, at enrichment venues and during educational visits. It also informs the expectations placed on parents/carers and professionals attending the provision.

For the purpose of this policy:

- behaviour means any action, omission, communication, presentation or response that affects safety, learning, relationships or the environment;
- intervention means any planned or reactive step taken to prevent escalation, restore safety, teach expectations or repair harm;
- internal inclusion means a structured, supervised in-school intervention placement with a bespoke programme;
- fixed term suspension means a temporary exclusion from the provision authorised by the Principal or delegated senior leader;
- prohibited items include any item banned by law, by DfE guidance or by Impact's site rules;
- safeguarding concern means any incident, pattern or disclosure indicating a risk of abuse, neglect, exploitation or significant harm.

4. ROLE OF STAFF

The role of staff is to ensure that access to high-quality learning, vocational opportunities, enrichment and pastoral support is not adversely affected by the actions of individual learners. Staff are expected to create emotionally safe classrooms and workspaces, model calm and respectful communication, anticipate flashpoints, intervene early and maintain consistent boundaries.

All staff must:

- know the learners they work with, including key information from EHCPs, risk assessments, behaviour support plans and safeguarding records;
- use de-escalation, clear instruction, redirection, humour, reassurance, sensory adjustment and choice-making where appropriate;
- apply the behaviour systems consistently and without personalisation, sarcasm, humiliation or avoidable confrontation;
- record significant incidents, sanctions, safeguarding concerns, patterns and parent contact on CPOMS or the agreed recording system promptly and factually;
- challenge and report bullying, peer abuse, discriminatory language, sexualised behaviour, threatening conduct and online harm;
- pass information to DSL/SLT where behaviour may indicate risk, criminality, exploitation or unmet need;
- maintain professional curiosity and consider whether apparent defiance may be rooted in need, misunderstanding, shame, anxiety, fatigue or communication difficulty;
- seek support rather than entering prolonged argument or unsafe lone confrontation.

A range of interventions may be applied in the case of persistent disruption, refusal, aggression, absconding risk, discriminatory language, online harm, dangerous conduct or failure to follow instructions. Staff are not expected to tolerate abuse or unsafe conduct, but they are expected to respond professionally, proportionately and in line with training.

Staff are required to adhere to the safeguarding and child protection policy where they perceive that a learner may be at risk. This includes concerns arising from behaviour, presentation, language, peer dynamics, unexplained injury, sexualised conduct, substance misuse, county lines indicators, coercion, domestic abuse or criminal exploitation.

Where there is known involvement in criminal offences or credible information about criminal activity, staff must not attempt to investigate beyond their role. They must record what has been seen, heard or disclosed and pass it to the DSL/SLT. Referral to parents, the police, social care, youth justice or other agencies will be coordinated by senior staff.

Senior leaders have additional responsibility to quality-assure consistency, review patterns, approve higher-level interventions, ensure lawful suspension processes, oversee reintegration, and ensure that practice stands up to commissioner, parent, Ofsted and LADO scrutiny.

5. ROLE OF LEARNERS AND PARENTS/CARERS

Learners and parents/carers share collective responsibility for promoting positive behaviour. Learners are expected to behave with courtesy, honesty and self-control as far as they are able, while staff and parents/carers work together to reinforce expectations, address concerns early and celebrate progress.

Learners will:

- be polite, respectful and courteous to staff, peers and visitors;
- follow instructions and site rules, including health and safety requirements;
- attend, engage and make reasonable efforts to complete work and interventions;
- take responsibility for their actions and participate in restorative work where appropriate;
- tell staff when they feel unsafe, overwhelmed, bullied, pressured or unable to cope;
- avoid bringing prohibited items, substances or unsafe objects onto site.

Parents/carers are expected to:

- support the implementation of this policy and reinforce behaviour expectations at home;
- read and respond to written or verbal communication from Impact promptly;
- attend meetings, reviews or restorative discussions when invited;
- support agreed interventions including transport arrangements, internal inclusion, reintegration plans and safety measures;
- share relevant information that may affect a learner's presentation, including medication changes, significant events, bereavement, police involvement or safeguarding concerns;
- avoid undermining staff in front of the learner while still using the complaints process where disagreement exists.

Impact recognises that some families are under significant pressure. Communication will therefore be clear, respectful and solution-focused. Where relationships with parents/carers become strained, staff will continue to keep the learner's welfare central and may involve commissioners or external professionals where appropriate.

6. UNACCEPTABLE BEHAVIOUR

In line with this policy, the following behaviours are considered unacceptable. The list is not exhaustive, and context will always be considered; however, each may trigger support, consequence or safeguarding action:

- fighting, attempted fighting or threatening violence;
- verbal abuse of staff, peers or visitors, including swearing directed at others;
- racist, sexist, homophobic, transphobic, disability-related or otherwise discriminatory abuse;
- bullying, intimidation, coercion, extortion or persistent targeting of others;
- vandalism, deliberate property damage or theft;
- use, possession, supply or suspected involvement with illegal substances or alcohol;
- possession of prohibited items, weapons or dangerous implements;
- physical assault on staff or fellow learners;
- online harm, including filming, sharing humiliating material, threatening messages or sexual image-related behaviour;
- peer sexual harassment, sexualised comments, touching, exposure or harmful sexual behaviour;
- persistent refusal that significantly disrupts learning or safety;
- absconding from site or behaviour creating a substantial missing risk.

Not all unacceptable behaviour carries the same level of seriousness. Impact distinguishes low-level, medium-level and high-level concerns so that responses remain proportionate. A learner's age, SEND profile, communication needs, trauma history, risk assessment and previous support will be considered. None of those factors, however, prevent staff from taking immediate action to maintain safety.

7. PROBLEMATIC SEXUAL BEHAVIOUR THAT REQUIRES INTERVENTION

All staff have a responsibility to respond to behaviour that could be sexually inappropriate, sexually harmful, abusive, coercive or exploitative. Behaviour of this kind is never minimised as 'banter', 'curiosity' or 'just joking' without assessment. The response must be calm, immediate and safeguarding-led.

Where a learner displays sexualised or sexually harmful behaviour, staff will take the following steps:

- stop the behaviour immediately and make the immediate area safe;
- remove the learner, and where necessary the affected learner, to an appropriate supervised space;
- explain clearly that the behaviour is unacceptable and unsafe;
- avoid lengthy questioning, challenge or moral lecture in the heat of the moment;
- ensure the affected learner is supported, heard and protected from further contact where necessary;
- report the incident to the DSL or senior leader immediately;
- record the incident factually on CPOMS before the end of the working day or sooner if risk is acute;
- follow safeguarding procedures, including liaison with social care, police, health or commissioning teams where thresholds are met;
- consider supervision levels, seating plans, transport arrangements, internet access, peer group management and risk assessment updates.

Staff should use simple professional language, for example: 'That behaviour is not safe or appropriate. I am stopping it now. We are moving away and a senior member of staff will deal with this with you.' Staff must avoid asking leading questions or making promises of confidentiality.

Incidents involving image-sharing, sexual touching, exposure, coercive sexual language, sexual threats, child-on-child sexual violence or repeated harmful sexualised behaviour are safeguarding matters and may require immediate external referral. Parents/carers may be informed unless doing so would place a child at greater risk; this decision sits with the DSL/SLT.

8. REWARDS

Impact aims to encourage and celebrate the success of all learners in all areas of provision life, ensuring that personal commitment, positive choices, effort and achievement are acknowledged, rewarded and recorded. Praise and reward are not an optional extra; they are a core part of behaviour management.

Rewards should be:

- frequent enough to shape behaviour rather than reserved only for exceptional outcomes;
- specific so that learners understand what they did well;
- genuine, proportionate and never patronising;
- available to learners of all starting points and abilities;
- used across attendance, punctuality, conduct, effort, kindness, resilience, self-regulation, participation and progress.

A variety of rewards may be used, including:

- verbal praise and immediate recognition;
- positive points or credits;
- subject, attendance or effort certificates;
- positive phone calls, texts, postcards or emails home;
- display of high-quality work or celebration in briefing/assembly;
- small privileges, responsibilities or choice-based rewards;
- celebration of examination success, accreditation, vocational milestones and personal breakthroughs.

Staff should actively look for opportunities to recognise learners who are hard to reach, as these learners often receive disproportionate attention for negative behaviour. Recognition of small gains - returning to task, using a regulation strategy, apologising, asking for help, re-entering a session calmly - is particularly important.

Rewards are not usually withdrawn once earned. Instead, behaviour concerns are addressed through interventions and consequences. This protects trust in the reward system and prevents endless bargaining with previously awarded positives.

9. INTERVENTIONS AND GRADUATED RESPONSE

While rewards are central to encouraging positive behaviour, Impact also operates a clear graduated response for inappropriate or unsafe behaviour. The purpose of intervention is to keep people safe, restore learning, teach self-regulation and prevent escalation. It is not to shame learners or create unnecessary removal from education.

The usual escalation pathway is:

- verbal reminder - calm, clear redirection and re-stating of expectation;
- second reminder or verbal warning - direct statement that behaviour must change, with brief discussion of choices;
- pastoral or behaviour lead intervention - short removal, reset, breakout room, debrief and supported return;
- internal inclusion - structured short-term in-school support when standard classroom intervention has not been sufficient;
- fixed term suspension - last resort when safety, repeated serious disruption or significant incident requires temporary removal.

Examples of staff language include:

- Reminder: 'I need you to lower your voice and get back to task now.'
- Warning: 'This is your warning. If it continues, you will move with staff for a reset.'
- Intervention: 'You have a choice to regulate here with support or move to the breakout space and continue your work there.'

Staff must always consider whether there are reasonable adjustments required before escalating. A learner who cannot process verbal instruction in a noisy environment, for example, may require visual prompts, time, reduced language or a movement break rather than immediate sanction.

Where behaviour does not improve through the normal pathway, internal inclusion will be discussed with SLT. The duration, structure and review points will be individualised, and parents/carers informed by phone and/or meeting. Further escalation may result in suspension.

10. INTERNAL INCLUSION PROVISION

Impact's internal inclusion provision is a structured, short-term, in-school support setting designed to help learners who are struggling with behaviour, emotional regulation, attendance, readiness to learn or safe participation in the main programme. It enables intensive support without immediate resort to suspension.

Internal inclusion is not a dumping ground, and it is not a punishment in itself. It is a preventative, restorative and educational measure. A learner placed in internal inclusion should continue to receive work, supervision, emotional support and a clear pathway back to the main timetable.

The purpose of internal inclusion is to:

- support learners whose behaviour is currently a barrier to learning or safety;
- reduce the use of suspension by providing an intermediate intervention;
- address underlying needs such as SEMH, trauma, SEND, sensory overload, conflict, peer issues or dysregulation;
- create a quieter, more regulated environment for reflection and reset;
- facilitate a planned reintegration rather than repeated crisis cycling.

Each learner in internal inclusion should have a bespoke timetable with clearly defined goals, review arrangements, work expectations and support strategies. Parents/carers should receive updates. Daily checks should consider engagement, incidents, regulation, completion of work, social contact and readiness to transition back.

Breaks and lunch arrangements may be different from those of peers in order to keep the learner and others safe. This should be explained as a support measure and reviewed frequently. Where a learner remains unable to access the main programme, SLT may consider additional risk reduction steps, multi-agency review or suspension.

11. CPI / SAFETY INTERVENTION / POSITIVE HANDLING

Impact adopts the principles of CPI / safety intervention / positive handling in line with training and lawful guidance on reasonable force. The starting point is always prevention, de-escalation, least intrusive practice and preservation of dignity. Physical intervention is never used as a punishment, to secure compliance with a simple instruction, or because a member of staff feels challenged.

Staff should use de-escalation techniques such as:

- calm tone, reduced language and non-threatening stance;
- clear choices and simple boundaries;
- offering space, time, sensory tools, water or movement where appropriate;
- removing the audience and reducing stimulation;
- changing the face, activity or location;
- redirecting to a known trusted adult or safer space.

Physical intervention may be necessary only where there is an immediate risk of injury to the learner or others, serious damage to property, or a need to prevent highly dangerous behaviour. Any use of force must be reasonable, proportionate to the circumstances, for the shortest possible time and recorded in detail.

After any safety intervention, staff must ensure:

- medical needs are checked;
- the learner is given time to recover and regulate;
- a debrief takes place when the learner is calm enough to participate;
- parents/carers are informed;
- records are completed and reviewed by SLT/DSL;
- risk assessments and plans are updated if required;
- staff involved receive support and debrief.

12. RESTORATIVE PRACTICE

Where a learner has displayed inappropriate or challenging behaviour, they should normally be given opportunities to repair the harm, rebuild trust and understand the impact of their choices. Restorative practice is not a soft option; it is a structured process that links accountability with resolution.

Before restorative discussion can happen, everyone involved must feel calm and safe. Some learners need time, space, co-regulation or a phased discussion rather than an immediate meeting. Staff should not force a 'sorry' before the learner understands the incident or is capable of genuine participation.

Core restorative questions include:

- what happened?
- what were you thinking and feeling at the time?
- who has been affected by this and how?
- what needs to happen now to repair the harm and move forward?
- what will you do differently next time?

Restorative work may include apology, replacement or repair of damaged items, completion of missed work, a supported conversation, agreed boundaries, seating changes, revised supervision, or planned check-ins. Where there has been serious harm, restorative contact must only proceed if it is safe, wanted and professionally judged to be appropriate.

Some learners may require supervised time-out during lessons, break or lunch to support regulation and understanding of consequences. This should always be supervised, time-limited and recorded, and should not become an unplanned exclusion from education.

13. GUIDANCE ON SUPPORT AND INTERVENTIONS FOR BEHAVIOUR

The following framework outlines the support and intervention responses related to inappropriate behaviour. It mirrors the structure of the uploaded model but has been expanded for Impact's context, including SEND, safeguarding and vocational/off-site considerations.

Behaviour level	Example behaviour	Support / intervention	Likely consequence /
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			follow-up
LOW	Refusal to complete work; calling out; low-level disruption; refusal to move on when prompted; use of inappropriate language not directed aggressively; minor non-compliance.	Teacher/TA uses reminder and warning. Work is differentiated or moved to breakout support if needed. Staff consider trigger, adjust environment, use visual prompts, regulation break or change of face. Incident recorded if persistent or part of a pattern.	Verbal warning; brief restorative conversation; parent contact if repeated; monitored support plan where pattern emerges.
LOW	Refusal to go to session or delayed entry due to anxiety, dysregulation, avoidance or peer issue.	Staff provide calm 1:1 support, check whether refusal is rooted in overwhelm, conflict or unmet need, and offer phased return or breakout start. Work is still provided. Senior staff informed if prolonged.	Warning and recorded support; parent contact if repeated; possible short pastoral intervention.
LOW	Vandalism, graffiti, minor damage, misuse of resources or littering.	Learner is spoken to by staff, helped to reflect on impact and required to clean, restore or assist with repair where safe and appropriate. Record kept on system and cost implications considered.	Parent contact; restorative task; monitored follow-up; escalation if deliberate or repeated.
LOW	Inappropriate, racist, sexist, homophobic or derogatory comment used in conversation, joking or provocation without physical aggression.	Staff challenge immediately, stop the language, explain impact and make clear that discriminatory language is unacceptable. Safeguarding or bullying lens applied as needed. Educational intervention/social story/re-teaching arranged.	Recorded incident; parent contact; restorative work; time-out or follow-up session; escalation if repeated or targeted.
MEDIUM	Persistent verbal abuse or threats to staff/learners; repeated non-compliance; repeated disruption after support and warning.	Change of face, removal to breakout, pastoral 1:1, mediation, senior leader involvement, parent call and recorded debrief. Consider whether learner is dysregulated, unsafe or needs internal inclusion. Work pack or alternative supervised learning provided.	Parent contact; internal inclusion considered; possible 1-day suspension if severity or persistence warrants.
MEDIUM	Refusal to hand over prohibited item such as phone, vape, tobacco, fireworks, sharp object, alcohol, stolen item or other unsafe article.	Senior staff intervene. Staff avoid physical struggle over item unless immediate danger demands it. Safeguarding and search/confiscation procedures followed. Parent contacted; item secured; police informed if necessary.	Sent home or suspended where appropriate; recorded on system; letter to parent/carer; risk plan reviewed.
MEDIUM	Aggression towards staff or peers such as pushing past, invading space, raised voice with intimidation, continuing physical contact when asked to stop.	Staff prioritise safety, separate parties, call for support and record fully. Parent contact and debrief completed. Consider injury check, restorative pathway and whether physical	Time-out/internal inclusion; possible 1-day suspension; parent meeting; risk assessment review.

		intervention occurred.	
MEDIUM	Substance misuse, suspected intoxication or bringing substance-related items.	Learner is supervised, first aid/medical assessment considered, parent contacted, DSL informed and external agency/police decision made where required. Safeguarding response prioritised.	Sent home if safe to do so; suspension considered; safeguarding referral; reintegration meeting.
MEDIUM	Stealing or taking property from staff or peers.	Pastoral 1:1, search/confiscation procedure if appropriate, parent meeting, possible police report depending on seriousness and context. Consider exploitation, poverty, coercion or peer pressure factors.	Restorative return/compensation where appropriate; suspension may be used; ongoing monitoring.
MEDIUM	Vaping or smoking on site, around perimeter, transport or off-site activity contrary to instruction.	Educational conversation, search/confiscation process if needed, parent contact and health input. If learner refuses to comply or encourages others, senior staff intervene.	Warning and parent contact for first lower-level issue; internal inclusion or sent home/suspension if repeated.
HIGH	Severe damage to property; throwing furniture or objects; extreme refusal creating unsafe environment.	Immediate senior support, remove others from area if needed, consider police where criminal damage or significant threat exists, and complete full incident review. Work pack/alternative provision issued if learner leaves site.	Parent meeting/contact; internal inclusion or suspension of up to 3 days depending on incident; cost recovery considered where appropriate.
HIGH	Bullying, child-on-child abuse, online harm, serious intimidation, harassment or targeted abuse to staff/learners.	Safeguarding response; close monitoring; DSL involvement; possible police and external agency referral; restorative work only if safe and appropriate. Parent meeting arranged.	Suspension considered; risk management plan; seating/transport/contact restrictions; multi-agency involvement.
HIGH	Physical assault on staff or learner; objects used as weapons or threatened with intent to harm.	Immediate safety response, possible reasonable force, injury check, police consideration, parent contact, full records and senior review. Clear distinction made between dysregulated assault and planned assault, but safety response remains immediate.	Suspension typically considered (often 1-5 days depending on severity); reintegration and risk assessment mandatory.
HIGH	Use of pornographic images, sexualised material or deliberate sharing/display.	Device secured where lawful, DSL informed, safeguarding assessment completed, parent contact and police/social care decision made as needed. Avoid independent deletion of potential evidence unless advised.	Suspension considered; digital safety education; safeguarding referral and supervision review.
HIGH	Harassment, racism, serious discriminatory abuse, sexual	Senior and DSL oversight, conflict resolution only where	Suspension considered; external agency action;

	harassment or sexual abuse to staff or learners.	appropriate, written record and parent meeting, coordination with police/social worker/virtual school/commissioners as necessary.	protective measures and supervision plan.
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When using the table above, staff must still exercise professional judgement. The framework is intended to guide consistency, not replace safeguarding assessment or reasonable adjustment. A lower-level behaviour may warrant a higher-level response if it creates significant risk, and a serious behaviour may require a modified educational response if there is acute disability-related dysregulation, while still protecting others.

14. FIXED TERM SUSPENSION

For the vast majority of learners, fixed term suspension should not be the first response, as proactive support, differentiated intervention and internal inclusion should ordinarily address concerns. However, suspension may be necessary as a last resort where safety, repeated serious disruption or a significant incident makes temporary removal necessary.

A fixed term suspension may be used to:

- protect staff and learners from immediate or repeated harm;
- secure that standards of behaviour remain acceptable and consistent;
- make clear that serious violence, abuse or dangerous conduct cannot be managed informally;
- allow for investigation, risk assessment review, multi-agency planning or reintegration arrangements;
- interrupt a pattern that has not responded to proportionate in-school intervention.

All suspensions are decided by the Principal or, in her absence, an authorised senior leader. The process will usually include:

- staff report the incident to SLT/behaviour lead/DSL as appropriate;
- senior staff review accounts, any immediate evidence, injury, safeguarding context and risk;
- a decision is made regarding whether suspension is necessary and, if so, for how long;
- the parent/carer is informed by telephone as soon as practicable;
- written notification is sent explaining reason, dates, reintegration arrangements and work provision;
- all relevant staff complete records;
- transport or safe collection arrangements are made;
- a reintegration meeting is offered where appropriate, particularly after more than one day or where risk remains elevated;
- on return, the learner has a restorative discussion and an updated support/risk plan.

Where commissioners or social workers require notification, this will be coordinated by senior staff.

Suspension should never be extended informally, turned into an unrecorded cooling-off period, or used as a substitute for lawful process.

15. SEARCHING, SCREENING, CONFISCATION AND PROHIBITED ITEMS

Impact reserves the right to search learners, their possessions and spaces used by them in accordance with current guidance where there are reasonable grounds to suspect possession of prohibited items or evidence of an offence. Searches will be conducted by authorised staff, with witness support where appropriate and with due regard to dignity, privacy and safeguarding.

Prohibited items include, but are not limited to, knives, weapons, alcohol, illegal drugs, stolen items, tobacco and related materials, fireworks, pornographic images, any article used or likely to be used to commit an offence, cause injury or damage property, and any item banned by the provision such as vapes or unsafe tools outside controlled teaching use.

Confiscated items will be stored safely and disposed of, returned or handed to police in accordance with guidance. Staff should not place themselves at unreasonable risk in seeking to confiscate an item. If there is imminent danger, the priority is to secure people and obtain support.

16. BEHAVIOUR OFF-SITE, TRANSPORT AND ONLINE CONDUCT

This policy applies during transport arranged by Impact, educational visits, community activities, work-related learning, boxing/gym-based daytime provision linked to the curriculum, and any online interaction connected to the provision. Expectations remain the same: safety, respect, lawful conduct and compliance with instruction.

Particular consideration must be given to transport and off-site behaviour because the environment is less controllable and public confidence may be affected. Staff should ensure seating, supervision, check-in/check-out, venue expectations, emergency contacts and contingency arrangements are clear.

Online harm includes abusive messaging, circulating images, threats, humiliation, coercion, sexual harassment, filming staff or learners without consent, and posting material likely to bring the provision or individuals into disrepute. Such behaviour will be investigated as both a behaviour and safeguarding matter.

17. REASONABLE ADJUSTMENTS, SEND AND EHCP DUTIES

Impact is a specialist setting. Behaviour systems therefore cannot be applied in a mechanistic way. Many learners require reasonable adjustments to access expectations fairly. These may include reduced verbal load, visual cues, movement breaks, sensory tools, additional processing time, alternative spaces, trusted adults, phased transitions, adapted timetables or explicit teaching of social understanding.

Before applying higher-level consequences, staff should ask:

- did the learner understand the instruction and have time to process it?
- was the environment too noisy, crowded, confrontational or overstimulating?
- does the learner's EHCP, autism profile, ADHD presentation, speech and language need or trauma history require a different approach?
- is the behaviour wilful defiance, dysregulation, distress, avoidance, shutdown or communication of need?
- have we provided the support strategies already identified in the learner's plan?

Reasonable adjustment does not mean lack of boundaries. It means making the route to compliance achievable and fair while still maintaining safety and protecting others. Staff must balance individual need with the rights of the group and the safety of adults.

18. MONITORING, RECORDING, OVERSIGHT AND REVIEW

Impact is committed to continuous monitoring of behaviour, incidents, interventions and outcomes. Recording is essential not only for operational continuity but also for safeguarding, quality assurance, external accountability and trend analysis.

The provision will monitor:

- frequency and type of incidents;
- use of internal inclusion, suspension and positive handling;
- patterns by learner, location, activity, time and trigger;
- attendance, punctuality and participation alongside behaviour data;
- links between behaviour and safeguarding concerns;
- whether responses are equitable and adjusted appropriately for SEND.

Senior leaders will review records routinely to identify what is working, where risk is increasing, and whether staff practice is sufficiently consistent. This policy is reviewed annually or sooner if legislation, guidance, cohort profile, learning from incidents or feedback from inspection/commissioners indicates revision is needed.

19. APPENDICES PACK

The following appendices are included as part of this one-pack document so that staff and leaders can operate the policy in practice. These are written in full rather than listed only by title.

Appendix 1 - Behaviour incident record template

The following prompts and fields must be completed or considered for behaviour incident record template:

- Date of incident

- Time of incident
- Location
- Learner(s) involved
- Staff involved / witnesses
- Antecedents / triggers
- Description of behaviour - factual only
- Immediate action taken
- Injuries / first aid
- Parent/carer informed by / at
- Safeguarding concerns identified
- Follow-up action / consequence
- Restorative action completed
- SLT/DSL review
- Risk assessment updated yes/no

Appendix 2 - Restorative conversation script

The following prompts and fields must be completed or considered for restorative conversation script:

- Tell me what happened from your point of view.
- What was going on for you just before it happened?
- Who has been affected by what happened?
- What do you think they might have felt?
- What needs to happen now to put things right?
- What support do you need to make a better choice next time?
- What will staff do to help you succeed?

Appendix 3 - Internal inclusion plan template

The following prompts and fields must be completed or considered for internal inclusion plan template:

- Reason for placement
- Start date and review date
- Current risks / triggers
- Daily timetable
- Academic work to be completed
- Regulation strategies
- Named staff
- Break / lunch arrangements
- Parent communication arrangements
- Criteria for return to main timetable
- Review outcome

Appendix 4 - Suspension notification checklist

The following prompts and fields must be completed or considered for suspension notification checklist:

- Telephone parent/carer
- Written notice issued
- Work provided
- Commissioner/social worker informed where relevant
- Transport / collection arranged
- Incident and rationale recorded
- Reintegration meeting date set
- Risk assessment review scheduled

Appendix 5 - Reintegration meeting form

The following prompts and fields must be completed or considered for reintegration meeting form:

- Date of return
- Attendees
- Summary of incident
- Learner voice

- Parent/carer view
- What will be different on return
- Support and adjustments
- Any restrictions / safety measures
- Review date
- Signatures / agreement points

Appendix 6 - Staff scripts for consistency

The following prompts and fields must be completed or considered for staff scripts for consistency:

- Reminder: 'I need you to stop and listen now.'
- Warning: 'This is your warning. The next step is a move with support.'
- Choice: 'You can stay here and follow the instruction, or move to the breakout space and complete the same work there.'
- Aggression response: 'I am not going to argue with you. I am moving others to safety and calling for support.'
- Restorative opening: 'I want to understand what happened so we can help you move on safely.'

Appendix 7 - Behaviour support planning prompts

The following prompts and fields must be completed or considered for behaviour support planning prompts:

- What are the learner's known triggers?
- What early signs of dysregulation are usually seen?
- What staff responses escalate the learner?
- What co-regulation strategies usually help?
- What language should staff use / avoid?
- What are the agreed boundaries and non-negotiables?
- What post-incident repair is effective?

Appendix 8 - Safeguarding threshold prompts linked to behaviour

The following prompts and fields must be completed or considered for safeguarding threshold prompts linked to behaviour:

- Does this incident indicate abuse, exploitation, neglect or significant harm?
- Was the behaviour sexualised, coercive, targeted or discriminatory?
- Was there injury, weapon, substance, missing risk or credible criminality?
- Does the learner appear fearful of another child or adult?
- Do we need DSL review, parent contact, social care or police involvement?

Appendix 9 - Behaviour flow summary

The following prompts and fields must be completed or considered for behaviour flow summary:

- Low-level behaviour -> reminder -> warning -> support and record if pattern persists.
- Medium-level behaviour -> removal / senior support -> parent contact -> internal inclusion considered.
- High-level behaviour -> immediate safety response -> DSL/SLT oversight -> possible suspension / external agency involvement.