



<b>Policy Date</b>	January 2025
<b>Review Date</b>	January 2026
<b>Responsible</b>	Scott Kirkham

## Impact Training Academy - Behaviour Policy

Most young people that attend Impact Training Academy have been referred as a result of their challenging behaviour in school. Many are at risk of or have already received suspensions. Some have already been permanently excluded from mainstream schools. In addition, for some students, placements in other alternative provision or pupil referral units have broken down. Students come with a range of complex issues that have been a barrier to them engaging with learning. Some of the main aims of the Impact Training Academy focus on this – we seek to: *address the individual social, emotional and learning needs of young people, developing self-esteem; challenge and help modify bad behaviour, teaching young people to make appropriate choices; and facilitate reintegration back into school or onto further education or employment.* Because of this, our approach with behaviour is a key component of our programme.

### Referral Process and Student Conduct Agreement

During the referral process, questions will be asked to identify the types of behaviour that have been a cause for concern in the past and a behaviour record should be provided by the referrer. Questions are asked of the young person and parent/carer to help ascertain how the young person is performing in respect of their relationships with others, in their learning and self-view. This information will help staff plan an individual approach and set priorities and targets for each young person. It will also inform the content and focus of individual risk assessments.

Staff will set out Impact Training Academy's expectations for behaviour with the young person, parent/carer and referrer during the referral interview using the Student Conduct Agreement (Appendix A). This sets out conditions of acceptance that students are required to sign up to before they will be admitted on an Impact Training Academy placement. Attending parents/carers/referrers can help identify which conditions expected by the Impact Training Academy are likely to cause issues for



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the young person and an agreement is reached to help the young person comply and to help them see the need for the rules.

### Addressing behaviour within the curriculum

Impact Training Academy creates opportunities to explore and learn around key behaviour during the AP day . The opportunities cover areas which allow young people to progress in their relationship with self, others and the curriculum.

### CPI Safety Interventions

All staff receive initial and ongoing training through the Crisis Prevention Institute (CPI). This is the level 1 Safety Interventions. This is a trauma informed approach which includes de-escalation strategies which staff should apply when dealing with students. The course also trains staff to safely undertake physical interventions and holding.

Physical Intervention including restraint and the use of force

Physical restraint should ONLY be used by staff trained under the CPI programme. Any physical intervention is to be used only as a last resort when an individual is presenting an immediate physical danger to themselves or others. Even in those moments, an assessment is necessary to determine the best course of action to maintain the care, welfare, safety and security of all involved in the crisis situation. There are many times where other strategies, such as continued verbal intervention, removing dangerous objects, or calling for further assistance would precede any physical interventions and may, in fact, reduce the need for physical intervention.

Staff who have undergone relevant training and certification will be authorised by Impact Training Academy to implement the taught strategies when called upon in any potential critical situation. The following principles apply:

- Staff are permitted to use restrictive interventions to keep young people safe as long as they do not breach their human rights.



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- Restrictive interventions should feel safe. They shouldn't cause pain or injury. They should never be used as a punishment or to enforce rules.
- If staff use restrictive interventions, they will always treat young people with respect, dignity, and kindness. They will always be:
  - A last resort
  - Least restrictive
  - Used for the shortest time possible
  - Used to maximise safety and minimise harm
- After all physical interventions there will be a 'lessons learned' reflections process.



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### ***Undesirable and Unacceptable behaviour and sanctions applied***

Impact Training Academy makes a distinction between ‘undesirable’ behaviour types and ‘unacceptable’ behaviour types and will apply a different approach and range of sanctions or consequences for each.

*Undesirable behaviour* (including rudeness, work avoidance, low-level disruption, swearing) will always be challenged but may not always carry a sanction. When challenge does not result in an improvement, first and second level sanctions may include escalating warnings, moving a student within the class, working away from the group, time out from the class, losing points for that lesson and contacting parents/carers.

*Unacceptable behaviour* (including any kind of abuse, (including child on child abuse)) – fighting, assault (hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm), aggression towards others, bullying; sexual violence and/or harassment; sexting; initiation/hazing violence; deliberate damage to property; persistent and deliberate refusal to follow instructions, smoking) will not be tolerated and will always have serious first and if necessary, second level sanctions applied. These sanctions may include escalating warnings, isolation, contacting parents/carers, suspension, withdrawal of place, repairing or covering cost of damage and/or police involvement.

### **Additional interventions**

As well as applying sanctions for unacceptable and undesirable behaviour, staff should consider what further interventions may help the student reduce occurrences of this type of behaviour in future. These may include; re-establishing expectations, creating or adapting individual risk assessments, extra pastoral support, professional counselling, involvement with specialist external agencies, target setting, and/or an additional focus within curriculum on particular issue.

### **Serious behaviour incidents**

Any behaviour incidents where students or staff are harmed (e.g. fighting, assault,



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physical aggression), or there is a serious safeguarding implication (e.g. sexting) or where there is physical contact (including restraint), or where there is damage to property, or where a crime has taken place (e.g. sexual violence and/or harassment, theft, supplying drugs) are classed as *serious behaviour incidents*. Reports may be required to agencies such as the police, children’s social care as appropriate. Parents/carers and referrers should be informed of all serious behaviour incidents.

### **Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and that is difficult for victims to defend themselves against.

All staff should be engaged in encouraging good behaviour and respect for others on the part of young people, and in particular, preventing all forms of bullying among young people. Bullying in any form – including cyberbullying, prejudice-based and discriminatory bullying - will not be tolerated. Nor will remarks made towards another person that could be early signs of bullying behaviour. Both will be dealt with as unacceptable behaviour.

Staff will actively encourage young people to talk about bullies and bullying. Young people are encouraged at all times to talk to staff about bullying issues affecting them.

### **Behaviour resulting in suspension**

When behaviour results in suspension. Only the AP Lead, is authorised to suspend a student and the procedure for notifying parents/carers and the referrer outlined in the Admissions, Attendance and Exclusions Policy must be followed.

### **Recognising and rewarding desirable behaviour**

It is also important to recognise and respond to good behaviour and



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improvements in the behaviour presented by young people, particularly when it demonstrates progress in areas that have typically been a problem.

### **Partnership with parents/carers and referrers**

Students' behaviour – both positive and negative – is discussed with parents/carers and referring agencies on a regular (sometimes daily) basis. It is also discussed as part of the on-going 'review' process that takes place at least twice a term with students and staff.



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