BEHAVIOUR POLICY

Approved by:	Terence Breen
Date:	September 2026
Next review due :	September 2027

GENERAL STATEMENT

Promoting positive behaviour in all learners attending Impact Independent School ensures that a stable and secure environment is achieved, and effective learning can take place whilst learners are made to feel safe and respected during their learning experience. Impact Independent School recognises that the learners attending may be experiencing social, emotional or behavioural difficulties in their life and therefore additional support and reasonable adjustment may be required at times. Impact Independent School is aware that it has a legal duty under the Equality Act 2010; Learners will not be discriminated against because of their: sex; race; disability; religion or belief; sexual orientation, or any other protected characteristic. Impact Independent School will ensure that when applying this policy, Safeguarding will be taken into account and reasonable adjustments will be made for learners with special educational needs and disabilities.

This policy should be read alongside the safeguarding and child protection policy and the following legislative documents:

Legislative links Education Act 1996
School Standards and Framework Act 1998
Education Act 2002
Education and Inspections Act 2006
School Information (England) Regulations 2008
Equality Act 2010
The Education (Independent School Standards) (Amended) (England) Regulations 2014
Education Act 2011
Schools (Specification and Disposal of Articles) Regulations 2012
Searching, screening and confiscation: advice for schools 2022

AIMS

- To encourage the learners to treat each other and staff with mutual respect and promote an environment in which learners develop academically, socially, and emotionally.
- To promote self-esteem, self-discipline and positive relationships based on mutual respect.
- To ensure equality and fairness of treatment for all.
- To promote early intervention.
- To encourage consistency of response to both positive and negative behaviour.
- To work with parents/guardians and professionals to develop a shared approach to tackling behavioural issues.
- Making sure all adults in the room know how to respond to sensitive learners with special needs.
- Ensuring that learners receive rewards every time they have earned them and receive a sanction every time they behave inappropriately.
- Carefully following each stage of the behaviour policy rather than overreacting to poor behaviour; or simply remembering to stay calm.

Expectations & Responsibilities

Learner Expectations:

- Adhere to Impact Independent School's Behaviour Policy
- Treat each other, members of staff and any visitors with respect.
- Respect the learning environment and not intentionally damage property or equipment.
- Arrive at Impact Independent School on time and in the appropriate clothing.
- Not have in their possession, alcohol, weapons, drugs, cigarettes, vapes, e-cigarettes, or any paraphernalia associated to these anywhere on the premises.

Staff Expectations:

- Treat Learners and each other with respect.
- Model the behaviours they wish to see in learners.
- Provide structured routines, planned, prepared, and supervised learning.
- Ensure that classroom rules and consequences are displayed in each classroom, including the traffic light management system and positive points.
- Use verbal praise and encouragement often.
- Challenge, calmly and consistently, any inappropriate or undesirable behaviour.
- Try to resolve behaviour issues in their classroom themselves wherever possible.
- Seek help with behaviour management strategies if their own are unsuccessful.
- Be clear and consistent with expectations of learners.
- Liaise with parents, guardians, professionals and roll schools regarding individual behaviour issues.
- Report any incident to the behaviour team, log the incident on the Arbor system, and link the appropriate member of staff to the incident for interventions.

Parents/Guardians Expectations:

- Accept and support actions Impact Independent School may take in order to help their child improve behaviour.
- Attend meetings with Impact Independent School staff to agree strategies to support their child in improving their behaviour.
- Discuss behaviour issues with their child to find cause and seek solutions.
- Engage with school reviews for those on a preventative placement.

Anti-Bullying

Impact Independent School believes that every learner has a right to enjoy their learning and leisure free from bullying. We will not tolerate any behaviour that causes distress to any member of our community and work with young people to resolve conflict through mediation. Bullying is a repeated action that is intended to cause someone else harm or upset. This can take place in a number of ways:

- Physical violence
- Pushing and shoving
- Name calling or 'teasing'
- Extortion (forcing someone to give up money or belongings)
- Intimidation (making someone frightened because of threats)
- Pressure by a person, or a group, to do something an individual feels is wrong.
- Deliberately ignoring a person and excluding him/her from the group of friends
- Homophobic name-calling or actions.
- Racism.
- Cyberbullying (by mobile phone, social networking sites etc.)
- Disablist comments or actions using abusive language towards a disabled person)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

Child on Child Abuse

Child on Child abuse is the consistent and deliberate actions of a person, group of people, which are designed to hurt the person at whom they are directed.

In line with the School's Safeguarding and Child Protection policy and 'Keeping Children Safe in Education (KCSIE) 2026', we must recognise that children and young people can abuse their peers. Impact is aware that learners can abuse other learners - This is most likely to include but may not be limited to:

- Bullying as stated above.
- Abuse in intimate personal relationships between peer's Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element that facilitates, threatens and/or encourages physical abuse.
- Sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element that facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, such as sexual comments, remarks, jokes, up skirting, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting)

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse and report any concerns on CPOMS.

Safeguarding and Child Protection
The Designated Safeguarding Lead should be consulted in ***all*** behaviour incidences where it concerns a child who is open to multi-agency support for safeguarding purposes.

Acknowledging Positive Behaviour
We expect the very best of our learners, and despite the difficult start to education, they may have had; we have high aspirations for them academically as well as socially and emotionally. Positive behaviour is acknowledged and rewarded to encourage desirable behaviour and reduce undesirable behaviour. Every member of staff should:

- Only praise what is worth praising.
- Thank learners when they follow expectations.
- Praise what the learner has done.
- Be specific with the praise.
- Avoid competition or comparison to others.
- Gain an understanding of what motivates the learner and tailor the praise to suit.
- Be mindful that not all learners will respond well to public praise, particularly those with specific attachment needs.

At Impact Independent School, we use a positive points system. Learners have the opportunity to be awarded points ranging from 1-10. A learner will be awarded up to 10 points if there is some evidence of positive behaviour, engagement and effort throughout the lesson. Staff should ALWAYS support learners to achieve the most positive points possible. This is a strengths-based approach and builds on positives.

Other ways learners will be rewarded:

- On a Friday afternoon a Focus assembly considers positive behaviour for the week and awards learners for their positive behaviours. This information is taken from the positive points awarded on Arbor by Staff for each learner.
- Positive written comments in books or postcards sent home.
- Positive phone call home.
- A special certificate or prize.
- Having work on display around school.
- Executive Head Teachers' Award for outstanding behaviour.

Unacceptable Behaviour

Impact Independent School classes the following as unacceptable behaviour:

- Violent behaviour or physically hurting others.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Deliberate offensive language.
- Rudeness to staff and other learners.
- Vandalism.
- Drugs or alcohol use in school.
- Continued disregard for staff instruction.
- Continued disregard for rules and or procedures.
- Theft from staff, fellow learners, and premises

Power to search or wand without consent for 'prohibited items' and confiscation of such items

Mobile Phones and Smart Devices:
In accordance with statutory guidance detailed in the Children's Wellbeing and Schools Act 2026, Impact enforces a definitive ban on mobile phones and smart devices during the school day to limit distractions and cyberbullying.

Mobile phones must be handed into a member of the pastoral/safeguarding team every morning during the searching procedure. Mobile phones are placed in a labelled zip pocket and are stored in a locked area until the end of the school day.
Failure to follow school policy, in line with a statutory ban on mobile phones and smart devices, will lead to the following consequential actions:

- Initial call to parents/carers
- Suspension
- In person or telephone meeting with parents/carers
- Signed agreement with Reintegration Lead following suspension

See Impact's Mobile Phone Policy for further details.

Staff can confiscate, retain, or dispose of a learner's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. This includes, but is not limited to:

- Mobile phones
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco & Smoking paraphernalia including Vapes, matches & e-cigarettes.
- Fireworks

Consequences

These can range from verbal prompts, detentions, external interventions, report card system, meeting with parents, or as a last resort the temporary suspension or permanent suspension of a learner from Impact Independent School depending on the situation or circumstance.

At all times staff, learners and parents/ guardians will liaise to ensure everyone has a clear understanding of the expectations of Impact Independent School. Where misbehaviour occurs then it should be dealt with promptly and fairly with the emphasis on developing self-esteem and self- discipline.

Opportunities will be provided throughout for the learner to correct their own behaviour. This will include reflection and restoration facilitated by the SEMH mentors. Parents will always be informed of behaviour issues that have arisen and the actions that have been taken by Impact Independent School.

Detention

Teachers have a power to issue detention to learners (aged under 18).
Schools must make clear to learners and parents that they use detention (including detention outside of school hours) as a sanction.
Section 90 of the Education and Inspections Act 2006

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the learner does not have permission to be absent.

At Impact Independent School, the Executive Head Teacher delegates responsibility to all staff with the exception of non-front facing support staff.

Considerations when imposing detentions:
Parental consent is not required for detentions.
As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.
With lunchtime detentions, staff should allow reasonable time for the learner to eat, drink and use the toilet.

Detention outside school hours
School staff should not issue a detention where they know that doing so would compromise a learner's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the learner at risk.
- Whether the learner has known caring responsibilities that means that the detention is unreasonable.

- Whether the parents ought to be informed of the detention. In many cases, it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the learner can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the learner. It does not matter if making these arrangements is inconvenient for the parent.

Power to use reasonable force

At Impact Independent School, restraint and physical force is always a last resort. However, members of staff are trained in de-escalation techniques and have the power to use reasonable force to prevent learners committing an offence, injuring themselves and others, or damaging property, or to prevent a pupil from causing disorder. Where there is a physical restraint intervention, a PRI Incident record will be completed on Arbor and held on the learner's file.

See DfE Restrictive Interventions , including use of reasonable force, in schools April 2026 and Impact's Positive Handling and Physical Restraint Intervention Policy.

Temporary and Permanent Exclusions

A decision to exclude a learner, either for a fixed period or permanently is seen as a last resort by the school, whilst always bearing in mind our duty of care to learners and staff. The school is responsible for communicating to learners, parents, and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. The school will consider any special educational needs when considering whether to suspend a learner. The Executive Head Teacher will ensure that all reasonable steps have been taken by the school to respond to a learner's special educational needs and disability, so the learner is not treated less favourably for reasons related to the disability. Reasonable steps will include:

- Developing strategies to prevent the learner's behaviour.
- Requesting external support where required.
- Staff training – continuing professional development (CPD)

Periods of fixed term suspension range from 0.5 – 5 days. The length of time will be dependent on the seriousness and/or frequency of the incident. Any physical assault, peer on peer and/or peer on staff is automatically a 5 day fixed term suspension.

Exclusion/suspension decisions are made by the Executive Head Teacher and the executive leadership team. This will be communicated to parents/carers and followed up in writing. A copy of the letter will be made available to the referring agency where appropriate. Safeguarding takes priority and where a learner and their family have a child protection plan in place, other measures will be taken in collaboration with the DSL, social workers, and the family to ensure the learner is safeguarded.

Upon reintegration after a period longer than 3 days, a parent/carer is expected to attend a reintegration meeting to discuss the behaviour incident and a behaviour support plan for the learner.

For periods of 0.5-3 days, a child can be reintegrated without a parental meeting but must attend restorative mentoring with the Pastoral Team.

Behaviour on School Transport

When agreeing for home to school transport parents/carers are required to complete a declaration between parents/carers, the learner, and the school on behalf of their child and will be required to sign to say:

- You have read and agree to abide by the conditions as set out in the behaviour policy.
- That the learner agrees to this being made
- You give permission for us to check the information provided on the declaration form and in any supporting documents with your school, or medical practitioner, e.g. exemption from wearing a face covering during the COVID 19 pandemic. (Evidence will be needed to support this)
- You will inform us immediately of any change of address.
- You understand if you have provided any information that is incorrect or incomplete, we will withdraw your travel assistance immediately.
- Should any information made available to us by parents/carers be deemed to be inaccurate we reserve the right to remove the provision of free travel and the parents/carers will have to make alternative arrangements for travel to and from school.

We are fully committed to providing and maintaining safe home to school transport arrangements for learners and young people at Impact Independent School. At the heart of this policy is a commitment to ensuring that home to school transport for young people at Impact Independent School is as safe and secure as is possible, and that the policy operates to the advantage of all learners who are eligible to use the transport.

Transport Sanctions/Consequences

A sanction should only be applied after investigation of an incident:

- Where a sanction has been applied parents / carers have access to an appropriate form of review.
- All long-term sanctions that include removal of transport should be subject to regular review.
- Sanctions should be fair and appropriate in accordance with the severity of the incident(s)/behaviours.
- The procedure by which a sanction is applied should ensure that the learner is informed by the school about the reasons for it, the parent/carer should also be informed by the school.
- The Transport Drivers/chaperones must be made aware all cases where transport is to be removed.

- The most serious sanctions will not be applied until all other sanctions have been tried, unless the incident is so serious that it would be appropriate to apply a more serious sanction immediately, including withdrawal of transport on a fixed term or permanent basis.
- Where a learner's behaviour on transport is causing concern, he/she will be advised of the consequences of a failure to improve behaviour by the school, the parent/carer will also be kept informed by the school.
- There will be the highest possible degree of predictability in the application of sanctions, and those learners who breach their responsibilities should be clearly aware of the consequences of such breaches.

Immediate removal of transport privileges will be implemented if a Learner is:

- Carrying a weapon, blade or other sharp instrument that can be used to damage the bus.
- Smoking or carrying a lighter/matches onto the bus.
- Using an electronic cigarette or vape.
- Carrying or taking drugs.
- Damaging the vehicle.
- Opening the emergency door.
- Touching the controls of the vehicle.
- Physically violent or aggressive to the driver or chaperone.

Factors that need to be considered in applying sanctions:

- The seriousness of the incident or behaviour, and its impact on others.
- The frequency of such incidents or behaviours by the learner.

Consideration should also be given to the:

- Age and understanding of the learner.
- Any Special Educational Needs the learner may have.
- The degree of peer or other pressure.
- Whether the incident / behaviour was perpetrated alone, or as a part of a group.
- The intention of the learner.
- The learner's emotional state.
- The learner's behavioural history on school transport.
- The circumstances preceding the incident.
- The impact of the behaviour on others and, or property.
- The interventions / strategies used by the school and / or others to manage / change the learner's behaviour.

Learners' conduct outside the school gates – Teachers' powers

What the law allows:

Teachers have the power to issues sanctions (discipline) learners for misbehaving outside of the school premises "to such an extent as is reasonable."

Teachers may issue sanctions to learners for misbehaviour when the learner is:

- Taking part in any school-organised or school-related activity or travelling to or from school.
- Identifiable as a learner at the school, demonstrating undesirable behaviour at any time that could have repercussions for the orderly running of the school.
- Poses a threat to another learner, member of the public, or could adversely affect the reputation of the school.

In all cases of undesirable behaviour, the teacher can only discipline learners on school premises or elsewhere when the learner is under the lawful control of the staff member.

Behaviour Agreement

I will demonstrate that I am ready to learn by:

- Handing my belongings, which must include mobile phones or smart devices, in at the beginning of my school day
- Following staff instructions
- Attending all my own lessons (including registration) and staying there unless I have permission to leave.
- Attempting to complete all work set.
- Accepting help from staff if I need it.
- Listening to staff without interrupting
- Expressing myself respectfully at an appropriate time
- I will not be under the influence of non-prescription drugs or alcohol.
- I will not smoke or vape on school premises.
- I will not bring a weapon, blade, or sharp instrument onto school premises.

Impact will:

- Offer a safe, friendly environment without being judgemental.
- Listen to me when I need to express myself.
- Adapt work so that I can work independently.
- Log my positive behaviour, attitude, and good work on Arbor.
- Reward good behaviour and attitude
- Provide support and understanding when I am ready to accept it.

I understand that if I do not adhere to the rules of this agreement, my placement at Impact could potentially be at risk.

Learner name:	
Learner signature:	
Date:	

Red Card Behaviour Management System

The Red Card system is used by staff to manage behaviour of learners in the classroom. The system is used across the school. Other classroom management strategies can be used in class alongside the Red Card system. The Red Card system should be clearly displayed in classrooms and used alongside IMPACT positive points.

The Red Card system, when used correctly across the school enables learners to clearly understand what acceptable and unacceptable behaviour in class looks like, and that rewards and consequences are linked to their individual behaviour and attitudes. It offers warnings when undesirable behaviours arrive and opportunity to self-correct their behaviour and attitude to move back to green from Amber and Red.

Yellow Card : 1

- Being rude to staff and other students
- Disregard for staff instructions
- Disregard for rules and or procedures
- Discussing issues that are not related to the lesson.
- Not doing the work that's expected of you.
- Discussion with learner, (end of lesson/ lunch)

OUTCOME

Yellow card removed if teacher feels that the learner has responded to the instructions and is on task for learning.

Yellow Card : 2

- A continuation or escalation of the above issues

OUTCOME

Yellow card/s removed if teacher feels that the learner has responded to the instructions and is on task for learning.

Red Card

- Violent behaviour or physically hurting others
- Sexual Violence
- Sexual Harassment
- Deliberate offensive language
- Consistent rudeness to staff and other pupils
- Vandalism

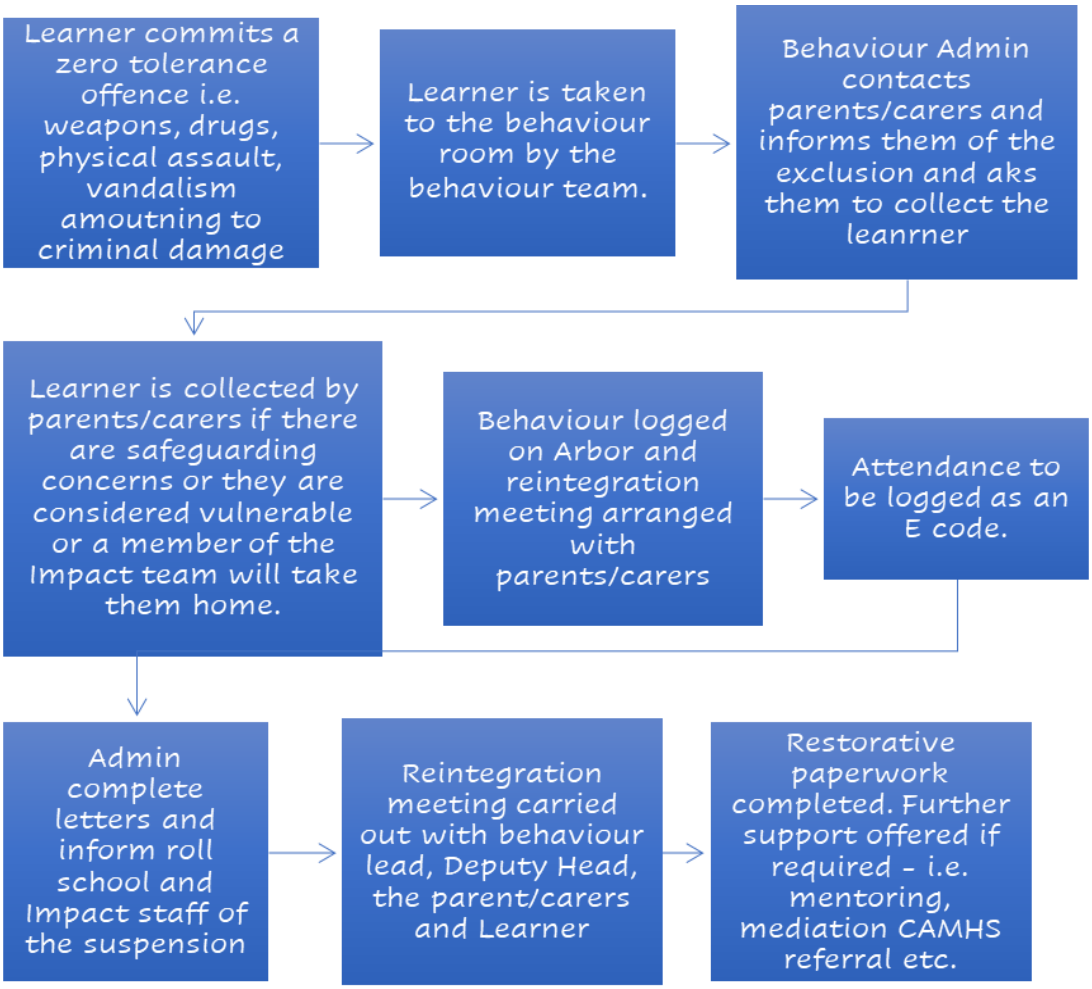
- Continued disregard for staff instructions
- Continued disregard for rules and procedures
- Theft from staff, fellow pupils, visitors or the premises

OUTCOME

- Red = Instant removal from the classroom, a possible 10 - 20-minute detention, parents contacted, report card and possible suspension (Speak to Pastoral Team or Head Teacher to discuss fixed term suspension.)

NB: Walkie Talkies must be used to call for the assistance of the pastoral team.

Suspension Flowchart



Please note: It is extremely rare that a learner receives a permanent exclusion from Impact Independent School; however, should it be deemed necessary, the above process is followed. The type of exclusion is logged as permanent. This decision can only be made by the Executive Headteacher, Terence Breen, following a full, impartial investigation without prejudice.

If the learner is a single registered learner, we will work with the local authority to find the learner an alternative placement.

Regardless of the length of suspension, we will provide the learner with work to complete at home; this will be done remotely via the website or provided at home as a “hard copy”.

Dear Parent/Carer,

We have been made aware by local secondary schools of a growing pattern in young people of purchasing plastic disposable vapes. These are small pre-filled vapes with nicotine salt e-liquid.

The current UK law states: “Selling vaping products to anyone under 18 is prohibited and so is buying vaping products for anyone under 18”

In line with our published behaviour policy, such items as these disposable vapes are prohibited items in school and as such, students who are thought to be in possession, or seen using, will be subject to routine searches and potentially sanctions too. There are two sets of legal provisions which enable school staff to search for and confiscate items from students:

- The general power to discipline enables a member of school staff to confiscate, retain or dispose of a student’s property as a punishment.

- The power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items and any item prohibited by the school which has been identified in the rules.

Prohibited items that may be searched for and confiscated are outlined within our behaviour policy.

In these circumstances, it may be necessary to contact a parent/carer, for their support and to arrange an appropriate time for them to collect any items that can be returned.

Should you have any queries regarding this guidance, please do not hesitate to contact the school on 0121 502 2645.

Yours Sincerely,
Jayne Whitehouse
Headteacher

Unwanted behaviour level	**Types of behaviour**	**Possible consequence**
Level 1	Late to lessons	Detention at lunch or break
Level 2	Throwing Not following instructions Leaving the class without consent. Disrupting others from Learning.	Red Card system followed. Removal from the class (RED) Detention at lunch and break Warning from SLT
Level 3	Truanting lessons Refusing to work Refusing to attend lessons. Play fighting. Phone use in lessons Disrespectful to staff	Red Card system followed. Removal from the class (RED) Detention at lunch and break Report Warning from SLT Parent Meeting School Meeting
Level 4	Vaping or smoking on school site. Excessive swearing Aggressive behaviour Absconding from school	Red Card system followed. Removal from the class (RED) Detention at lunch and break Report Warning from SLT Parent Meeting School Meeting Police Meeting Fixed term suspension up to 3 days
Level 5	Verbal bullying Incitement Theft Racism (discrimination) Racial (bullying) Physical bullying Physical assault Online bullying Homophobia Health & Safety risk Emotional bullying Drugs/Alcohol Disablist bullying Damage to property	Red Card system followed. Removal from the class (RED) Detention at lunch and break Report Warning from SLT Parent Meeting School Meeting Police Meeting Fixed term suspension up to 5 days

Pastoral Reward Points:

How it works?

Learners can gain Positive Points which are recorded on Arbor which is coordinated by form tutors.

Arbor Positive Points are collated on a half termly basis and students can receive a gift voucher reward.

Starting the day right:

10 points available and broken down as follows:	Points input responsibility:
5 points for punctuality	Pastoral Team
5 points awarded for handing in their phone.	Pastoral Team

For every lesson that a learner attends, they can achieve up to 10 points:

Please keep this in mind when awarding points for lessons.

The 10 points are broken down as follows:	Points input responsibility:
Punctuality = 1 Point	Teacher & TA
Attitude to Learning = 2 Points	Teacher & TA
Effort & Engagement = 3 points	Teacher & TA
Positive Behaviour = 4 points	Teacher & TA

BEHAVIOUR AGREEMENT

At Impact, our main goal is equipping you with tools that allow you to be successful within school and achieve your academic potential.

Name:	Year:	Date:
I agree to make an effort to improve my behaviour in a positive way.		
Score 3	Score 2	Score 1
Outstanding effort with excellent success!	Some effort with limited success.	Little or no effort during this monitoring period.
My Goals:	Student Assessment:	Staff Assessment:
Additional Comments and Next Steps:		
Date of review:		

Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour.