THE Inspire & Achieve FOUNDATION

RELATIONAL APPROACH TO BEHAVIOUR POLICY & YOUNG PERSON CODE OF CONDUCT 2026-2027



IAF Relational Approach to Behaviour Policy and Young Person Code of Conduct

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Our Relational Approach

At IAF, we are committed to equipping the young people we work with the skills, confidence, and resilience they need to succeed in life and in the workplace. We value and respect every member of our IAF community—both young people and staff—and strive to foster positive, professional, and trusting relationships with learners and, where appropriate, their parents and carers.

We believe that people learn and perform best when they feel safe, welcomed, valued, and supported**.** Our commitment is to create an environment that upholds these principles for all. We recognise that past experiences can influence behaviour, and we are dedicated to providing the understanding, guidance, and support young people need to overcome challenges and achieve success, through a trauma informed and relational approach.

Our provision promotes a positive and restorative approach to behaviour management**,** built on mutual respect, clear boundaries, and consistent expectations**.** We believe that all young people are capable of success when they are valued, understood, and guided effectively.

We maintain high expectations for every young person, encouraging them to take responsibility for their actions and to develop the social, emotional, and employability skills needed for adulthood.

IAF staff work proactively to build trusting, supportive relationships with learners, using a trauma-informed and person-centred approach to identify underlying needs and remove barriers to engagement. Our goal is to create an environment where every young person feels safe, respected, and motivated to reach their full potential.

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The following framework, produced by Devon and Babcock, provides a useful model for encompassing key aspects of a relational approach.



Our expectations for you

As a valued member of the IAF community, you are expected to uphold our shared values and contribute to a respectful, safe, and positive learning environment. All young people are expected to:

- **Show respect** to peers, staff, and visitors at all times. Avoid offensive, abusive, or discriminatory language or behaviour, both in person and online.
- **Care for property** by looking after IAF facilities, equipment, and the belongings of others. Avoid vandalism, littering, or damage to property.
- **Promote a positive environment** by avoiding disruptive or aggressive behaviour and reporting any concerns about safety or wellbeing to a staff member.
- **Attend fully** by being present and on time for all scheduled classes, mentoring appointments and other youth related activities.
- **Engage actively** in your learning, including participation in work experience, enrichment, and support sessions as required.
- **Follow safety procedures**, including wearing protective clothing when necessary and using facilities only in designated areas.
- **Stay substance-free**—do not bring, use, or be under the influence of drugs or alcohol while on any IAF site or during IAF activities.
- **Use technology responsibly**, accessing IAF computers, internet, and systems only for authorised and educational/employability purposes.
- **Comply with all IAF policies**, including those related to health and safety, equality, safeguarding, and online conduct.
- **Wear your ID and lanyard** visibly at all times while on site – this helps us quickly identify anyone that shouldn't be here.
- **Represent IAF positively** during all work experience, placements, and employer engagement activities

What you can expect from us

Our staff are guided by the same values and expectations we ask of you. They are here to support your learning and model positive behaviour. You can expect them to:

- **Recognise your achievements** – You will be praised and rewarded when you do well.
- **Listen and respect you** – Your opinions and ideas will be taken seriously.
- **Support your growth** – Staff will help you meet expectations and overcome challenges.
- **Provide the right resources** – You will have the tools and guidance needed to learn effectively.
- **Give helpful feedback** – Staff will provide regular, constructive feedback to help you improve.
- **Consider individual needs** – Your personal circumstances will be acknowledged, and adjustments made where necessary.

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How we will support with behaviour and regulation

IAF's relational behaviour policy is founded on the understanding that behaviour is a communication of unmet need. The focus is on understanding, supporting, and guiding young people to develop self-regulation, resilience, and positive social and emotional skills, rather than purely on punitive measures.

1. We understand behaviour communicates unmet needs and can separate the young person from their behaviour. We accurately assess and understand the young person' needs by referring back to their initial assessments, EHCPs, action plans and teaching, learning and inclusion plans.
2. We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.
3. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
4. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
5. We use restorative approaches to help everyone take responsibility for their behaviour. This starts with a restorative enquiry when conflicts arise, i.e. over low-level issues like friendship breakups or not responding to reasonable requests. All incidents are followed up with a restorative conversation between the staff member and other learners involved. This step is important for maintaining positive and respectful relationships,
6. Supporting young people to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All staff can learn strategies to support young people to improve their behaviour. Most staff have evolved ways of responding to a young person's behaviour based on a combination of personal and professional experiences and training and experiential learning. Teachers and all other IAF staff must be given the opportunity to learn, understand and have insight into why our young people become dysregulated, and reflect on how/why it impacts on their behaviour.
7. In recognition of the rupture and repair cycle, all incidents will conclude with a restorative conversation with the member of staff in which the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained.
8. ELSA-trained staff members effectively use emotion coaching approaches to support learners through challenging and emotionally difficult times.

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Formal process

Though a relational approach focuses on understanding behaviour as communication and supporting emotional development, sometimes a formal process is essential for consistency, safety, and clarity. This ensures that repeated or serious behaviours are addressed fairly, supports staff in responding predictably, and provides pupils with clear expectations and structured opportunities to learn and repair relationships

Verbal Warning

- You will receive a verbal warning and discuss what needs to improve.
- Staff will try to understand your situation and offer support.

Stage 2 – Written Warning

- A meeting with your provision manager may be held.
- An action plan will outline support to help you meet expectations.
- We will continue to consider your circumstances and offer guidance to help you stay at IAF

Stage 3 – Disciplinary Panel Hearing

- This is a formal hearing, chaired by IAF Director, and only happens in very serious or exceptional cases.
- Stage 3 may occur if:
    - Behaviour has not improved despite support and warnings.
    - Actions significantly affect others.
    - There is an extremely serious breach
- You can bring a friend or family member to the panel to support you.
- If you cannot attend, you must notify us; otherwise, the panel will make a decision in your absence.

Examples of Serious Breaches

- Persistently poor behaviour despite support.
- Bullying, harassment or discrimination
- Possession, use, or dealing of drugs on campus.
- Violent or aggressive behaviour.
- Theft or vandalism.
- Possession of weapons.
- Putting others' safety at serious risk.
- If Stage 3 is necessary, you may be suspended until the panel meets.
- The panel may uphold the recommendation for exclusion or provide a final opportunity to improve**.**

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Cooling off, suspension and exclusion

Sometimes, you may be asked to leave IAF for up to two days to “cool off.” This can be arranged by a Provision Manager or the Director and is designed to give you time to regulate and reflect on the incident that led to this period. Cooling off will also give staff time to decide whether the issue is serious enough to move to a disciplinary panel. You may be suspended if a recommendation for exclusion is made and a disciplinary panel is arranged. Suspension is not a final decision; it simply allows time to review the situation. A Provision Manager can arrange a suspension with authorisation from the Director. Exclusion means you are asked to leave IAF and will be unable to return for at least one year, although the exact period is decided on a case-by-case basis by the Senior Leadership Team. In some cases, you may be allowed to complete your course but not attend site. Exclusion is always a last resort and is only used for extremely serious breaches of our expectations and code of conduct.

Raising Concerns

If you have concerns or do not agree with decisions made at any stage of the disciplinary process, you can speak to the relevant staff member. At Stage 1, the Verbal Warning stage, you should speak to your Provision Manager – Jaye Crew, Craig Stevens, or Edina Baines-Krawczyk. At Stage 2, the Written Warning stage, you should raise your concerns with the Director, Pippa Carter. At Stage 3, the Disciplinary Panel stage, you can speak to the Chair of Trustees, Alex Peace-Gadsby.

More information can be found in Appendix 1.

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Appendix 1 – The Disciplinary Process

Stage	Who deals with it?	How is it dealt with?	How am I notified?	What can happen?	What if I am not happy?
Cause for concern	Any member of staff	Verbally when an incident is seen by a staff member	As and when something happens	A note will be put on your record. Several cause for concerns may lead to formal action	Speak to your main staff member
Verbal warning	Your teacher or mentor	In your 1:1 review or in a meeting arranged to discuss your behaviour	In person	You will be clear of the improvement expected of you. A note will be placed on your record and improvement will be logged.	Speak to your provision manager
Written warning	Provision manager	in a formal meeting - you can bring a parent/carer or friend to the meeting	By letter – you will be given 5 working days' notice	Formal written warning and in some cases a final written warning - a behaviour management plan will be put in place and will be monitored for a period agreed at the meeting.	Speak to or write to the IAF Director
Disciplinary hearing panel	Chaired by IAF Director	in a formal meeting - you can bring a parent/carer or friend to the meeting	By letter – you will be given 5 working days' notice.	Exclusion OR final chance to improve.	Write to the Chair of Trustees within 10 working days of decision

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