

MIAG



Attitude To Learning Policy

Ratified by Chair of Govs:

Signed by 

Date 11/6/25

Date:

Review Date:

Policy Statement:

At MIAG (Meeting Individual Aspirations & Goals), we are committed to supporting every learner to develop a positive attitude to learning in a nurturing, inclusive, and respectful environment. We recognise that many of our learners have experienced challenges within mainstream education, and we strive to provide a setting where they can rebuild trust, grow in confidence, and re-engage with their learning.

Purpose:

The purpose of this policy is to:

- ✚ Promote a growth mindset and positive learning behaviours
- ✚ Set clear, consistent expectations for how learners approach their education
- ✚ Encourage personal responsibility, resilience, and self-regulation
- ✚ Support learners in understanding how their behaviour affects their learning and that of others

Core Principles:

Our approach to learning is based on the following core principles:

- ✚ **Respect** – For oneself, others, and the learning environment
- ✚ **Engagement** – Actively participating in lessons and learning opportunities
- ✚ **Responsibility** – Taking ownership of one's actions, behaviour, and learning journey
- ✚ **Support** – Asking for help when needed and offering help when able
- ✚ **Reflection** – Learning from experiences and recognising progress

Learner Expectations:

All learners are supported to:

- ✚ Arrive on time and be ready to learn
- ✚ Engage positively in lessons and learning activities
- ✚ Make efforts to complete work to the best of their ability
- ✚ Listen actively and allow others to learn without disruption
- ✚ Follow staff guidance and contribute to a safe, respectful environment
- ✚ Reflect on their learning attitudes during review sessions

We understand that some learners may find these expectations challenging at times. Our staff are trained to provide trauma-informed, therapeutic support to help each individual meet expectations at their own pace.

Staff Commitment:

Staff at MIAG will:

- ✚ Model positive attitudes to learning and respectful relationships
- ✚ Provide consistent routines and boundaries
- ✚ Recognise and praise positive learning behaviours
- ✚ Offer clear feedback and opportunities for improvement
- ✚ Use restorative approaches when issues arise
- ✚ Work closely with parents, carers, and professionals to support learner progress

Supporting Positive Attitudes:

We encourage and reinforce positive attitudes through:

- ✚ **Recognition and Rewards** – Verbal praise, certificates, points systems, and other meaningful incentives
- ✚ **Individualised Support Plans** – Tailored strategies to help learners manage their learning and behaviour
- ✚ **Reflective Conversations** – One-to-one discussions to support self-awareness and goal setting
- ✚ **Celebrating Progress** – Regular acknowledgement of personal and academic achievements

Responding to Barriers to Learning:

Where learners struggle to engage or display attitudes that disrupt learning, staff will:

- ✚ Use de-escalation and emotional regulation strategies
- ✚ Offer a safe space or time-out if needed
- ✚ Explore underlying causes and review support plans
- ✚ Reintegrate learners into learning when they are ready
- ✚ Involve parents/carers and external professionals where necessary

Every difficulty is seen as a learning opportunity. We do not punish but instead work restoratively and therapeutically to rebuild trust and encourage positive change.

Monitoring and Review:

The Attitude to Learning Policy is reviewed annually, or sooner if necessary, in consultation with staff, learners, parents/carers, and other stakeholders. Feedback and outcomes are used to continuously improve our provision.