MIAG

Behaviour Policy

Ratified by Chair of Govs:

Signed by ....

Date .... 05/01/2026 ....

Date: 5th January 2026

Review Date: 5th January 2027

Introduction:

MIAG (Meeting Individual Aspirations & Goals) is committed to providing a safe, calm, respectful and inclusive learning environment where all learners are supported to succeed. This Behaviour Policy sets out clear expectations for behaviour, how positive behaviour is encouraged and recognised, and how concerns are managed fairly, consistently and lawfully.

This policy has been updated to reflect current Department for Education (DfE) guidance, including:

- *Behaviour in Schools* (DfE)
- *Keeping Children Safe in Education* (KCSIE)
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units* (DfE)
- *Reducing the Need for Restrictive Interventions and the Use of Reasonable Force in Schools* (DfE)

The policy should be read alongside the Safeguarding and Child Protection Policy, SEND Policy, Use of Reasonable Force / Restrictive Interventions Policy, and Equality Policy.

Principles and Ethos:

Our approach to behaviour is:

- **Trauma-informed and relational,** recognising that behaviour is a form of communication
- **Proportionate, lawful and reasonable,** in line with statutory guidance
- **Inclusive,** with reasonable adjustments made for learners with SEND, SEMH needs and EHCPs
- **Focused on early intervention and de-escalation**, to reduce the need for sanctions

We recognise our safeguarding duty to consider whether poor behaviour may be an indicator of unmet need, abuse, neglect or exploitation, and to respond accordingly.

Expectations for Learners:

Learners are expected to:

- Treat themselves, others and the environment with respect
- Attend regularly and arrive on time
- Engage positively in learning and activities
- Follow staff instructions promptly and politely
- Behave in a way that does not disrupt or negatively impact others
- Use mobile phones only when permitted by staff for agreed educational purposes

Expectations are taught explicitly, reinforced regularly and adapted where reasonable adjustments are required.

Positive Behaviour and Rewards:

MIAG promotes positive behaviour through recognition, encouragement and meaningful relationships.

Rewards *may* include:

- **Verbal praise** – immediate and specific recognition
- **Reward points** – awarded for positive behaviour, effort and progress. Learners use reward cards; rewards may be claimed after completing just one card (10 stamps) for an instant reward from the Lucky Dip Station or choose to 'bank' their rewards for a larger reward
- **Positive communication home** – phone calls, messages or written notes to parents/carers
- **End-of-term recognition** – awards for consistent effort, progress and positive conduct

Rewards are applied consistently and sensitively, recognising individual starting points and needs. A combination of rewards may be applied e.g verbal praise, positive communication home and reward points, these are not exclusive.

Managing and Responding to Behaviour Concerns:

General Approach

In line with DfE guidance, behaviour concerns are addressed through:

- Clear routines and boundaries
- Early intervention
- De-escalation and regulation strategies
- Restorative and reflective approaches

Sanctions are always:

- Proportionate
- Reasonable
- Consistent
- Considerate of SEND, trauma and individual circumstances

Sanctions for Poor Behaviour:

Where behaviour does not meet expectations, the following graduated response may be used:

- **Verbal reminder or warning**
  Clear explanation of the concern and expected behaviour
- **Time-out / reflection**
  Short, supervised removal from an activity to support regulation and reflection. This is not used as isolation or punishment
- **Behaviour report**
  Implemented where concerns are ongoing. Reviewed weekly and shared with parents/carers and relevant professionals
- **Meeting with parents/carers, commissioners and professionals**
  To agree strategies, reasonable adjustments and next steps
- **Off-Site provision**
- Provision off-site is used as an alternative to suspension, as we know that suspensions do not work for our cohort of learners
- **Suspension (external)**
  Used only for serious incidents or persistent behaviours where all other strategies have been unsuccessful. Decisions follow DfE suspension and exclusion guidance and consider safeguarding, SEND and proportionality

- **Emergency Annual Review (EHCP learners)**
  Where behaviour continues to significantly impact safety or learning, MIAG will request an emergency annual review via the commissioning local authority to consider additional support, reasonable adjustments or placement suitability
- **Permanent exclusion**
  Considered only in exceptional circumstances where behaviour presents a serious and ongoing risk to the safety or welfare of others, and where all other options have been exhausted

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Restrictive Interventions and Use of Reasonable Force:

MIAG is committed to reducing the need for restrictive interventions.

- Restrictive physical intervention is **only used as a last resort**
- It is **reasonable, proportionate and necessary** to prevent harm
- It is **never used as a punishment or for compliance**

All incidents involving reasonable force are:

- Recorded promptly in the Bound and Numbered Book
- Reported to senior leaders
- Shared with parents/carers
- Reviewed to reduce future risk

Staff are trained in de-escalation, regulation and safe practice in line with DfE guidance.

Safeguarding and Behaviour:

Behaviour concerns may be a safeguarding indicator. Staff will:

- Consider whether behaviour reflects unmet needs or harm
- Follow safeguarding procedures where concerns arise
- Share information appropriately with DSLs and external agencies

No learner will be disciplined for behaviour that is a direct result of unmet SEND without reasonable adjustments being considered.

Support for Behaviour Improvement:

Support may include:

- **SENCO support** – emotional regulation and behaviour support
- **Individual Behaviour Plans** – clear targets, strategies and review points
- **Mentoring or key-working** – trusted adult support
- **Restorative approaches** – repairing harm and rebuilding relationships

Plans are reviewed regularly and adapted as needs change.

Monitoring and Review:

- Behaviour incidents are monitored for patterns and equality impact
- Interventions are evaluated for effectiveness
- This policy is reviewed annually or sooner if guidance changes