MIAG

BEHAVIOUR POLICY

MIAG ORGANISATIONAL POLICY

Organisation-wide

Supporting consistent, effective practice across the MIAG organisation.

SUPPORTING INDIVIDUALS | CREATING OPPORTUNITIES | ENRICHING COMMUNITIES

Policy Statement:

MIAG is committed to providing safe, calm, respectful, inclusive and relational learning environments in which learners are supported to participate, regulate, learn and succeed. Behaviour is understood in the context of the learner, their relationships, communication, SEND, SEMH, experiences and environment. MIAG does not equate behaviour support with compliance alone.

The organisational standard is that behaviour is managed through a consistent, trauma-informed and relational approach which combines clear expectations and boundaries with prevention, co-regulation, de-escalation, reasonable adjustments, proportionate consequences, restorative practice and appropriate escalation where safety or welfare requires it.

This policy replaces the previous ALP-focused Behaviour Policy and applies across MIAG's independent schools and Alternative Provision. It provides the common framework within which each provision implements its local behaviour arrangements.

Purpose:

- To establish a consistent MIAG approach to behaviour across all settings
- To promote positive behaviour, respectful relationships, attendance, engagement and learning
- To ensure behaviour is understood and responded to in a trauma-informed, relational and developmentally appropriate way
- To ensure expectations, boundaries and consequences are clear, proportionate, predictable and fairly applied
- To ensure SEND, EHCPs, SEMH, communication needs and reasonable adjustments are considered before and when responding to behaviour
- To identify when behaviour may indicate safeguarding concerns, unmet need, mental health difficulty, exploitation, abuse or neglect
- To reduce the need for restrictive interventions, suspension and exclusion through prevention, regulation, support and early intervention
- To provide a clear link between everyday behaviour support, serious incidents, suspension/exclusion and restorative reintegration
- To provide a consistent staff training and development expectation across MIAG

Scope and Status:

This policy applies to all MIAG Schools/Provisions, including Independent Special Schools and Alternative Provision, and to all learners, staff, volunteers, governors/directors, contractors and visitors where relevant to behaviour expectations.

The policy applies during education, breaks, activities, transport where MIAG has responsibility, educational visits, off-site learning, cross-site activities and other MIAG-organised activity. Provisions may set local routines and practical procedures, but the principles, minimum standards and decision-making expectations in this policy remain organisation-wide.

For independent schools, this policy supports compliance with the Independent School Standards Regulations 2014, particularly Part 3 paragraph 9, which requires a written behaviour policy, effective implementation and records of sanctions for serious misbehaviour.

DfE Behaviour in schools is non-statutory guidance but expressly applies to independent schools as well as maintained schools, academies, free schools and non-maintained special schools. MIAG therefore uses it as the principal external benchmark for effective behaviour practice, while recognising the different statutory frameworks applying to each type of provision.

Legislative and Guidance Framework:

This policy should be read alongside the following current legislation, statutory guidance, standards and MIAG policies. The list is not exhaustive and will be reviewed when requirements change.

- Education (Independent School Standards) Regulations 2014 – Part 3, particularly paragraph 9 (good behaviour), paragraph 10 (bullying), paragraph 14 (supervision) and related welfare/safety requirements
- Department for Education, Behaviour in schools: advice for headteachers and school staff (current edition, last updated February 2024)
- Keeping Children Safe in Education 2026 – statutory safeguarding guidance in force from 1 September 2026
- Working together to safeguard children 2026 – statutory multi-agency safeguarding guidance
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years
- Equality Act 2010, including duties relating to disability discrimination and reasonable adjustments
- DfE guidance on suspension and permanent exclusion, updated and effective from 26 July 2026, where the statutory framework applies. The statutory guidance is specifically for maintained schools, academies and pupil referral units and is not automatically the statutory exclusion regime for independent schools
- Children's Wellbeing and Schools Act 2026, including relevant provisions affecting behaviour, off-site educational provision and the regulation of independent educational institutions as applicable and as provisions come into force. The Act does not create a single blanket exclusion regime for all MIAG settings
- Information sharing to safeguard children and young people – statutory guidance in force from September 2026, alongside KCSIE and Working Together
- Reducing the Need for Restrictive Interventions and the Use of Reasonable Force in Schools and relevant MIAG restrictive intervention arrangements

MIAG Behaviour Principles:

Learner first: Behaviour responses must consider what the learner needs in order to be safe, regulated and able to learn, while maintaining the safety and rights of others.

Behaviour as communication: Behaviour may communicate distress, unmet need, anxiety, trauma, sensory overload, communication difficulty, frustration or other factors. Understanding behaviour does not remove boundaries or accountability.

Relationships matter: Staff are expected to use respectful, consistent and emotionally regulated interactions. Repairing relationships is part of effective behaviour support.

High expectations with high support: MIAG will maintain clear expectations and boundaries while recognising that some learners require substantial scaffolding, reasonable adjustments and explicit teaching of behaviour.

Least restrictive response: Responses should be proportionate to risk and need, using the least restrictive effective intervention.

Consistency with flexibility: The organisational standard is consistent; local implementation may vary where justified by learner need, setting or risk. Individual risk assessments will outline risks/risk management.

Restoration and learning: Where harm has occurred, the response should include opportunities to reflect, repair and identify what needs to change.

Trauma-Informed and Relational Practice:

MIAG has adopted a trauma-informed organisational approach for implementation across provisions during 2026–27. This is not an optional individual staff preference; it is part of the MIAG approach to behaviour, relationships and learner support.

The approach recognises that many MIAG learners may have experienced adverse childhood experiences, disrupted education, anxiety, attachment difficulties, emotional dysregulation and other barriers which can affect attendance, engagement, relationships and behaviour. The MIAG Trauma-Informed Development approach identifies improved emotional regulation, behaviour, relationships, attendance and engagement as intended outcomes.

Trauma-informed practice does not mean lowering expectations, excusing harmful behaviour or avoiding consequences. It means understanding the behaviour, reducing avoidable triggers, supporting regulation, responding safely and helping the learner develop alternative ways of communicating and managing difficulty.

The approach will be embedded through the MIAG three-tier workforce development model described later in this policy. The approved training programme is being rolled out across provisions during the 2026–27 academic year.

Organisational Behaviour Standard:

Every MIAG provision must be able to demonstrate that learners are taught and reminded about expected behaviour and that staff use a consistent graduated response. Local behaviour systems should make the MIAG approach visible in everyday practice.

- Expectations are explicit, positively framed where possible, taught, modelled and reinforced
- Staff use calm, respectful and predictable communication
- Regulation needs are considered before behaviour escalates
- Reasonable adjustments are made where disability, SEND, SEMH, communication or other individual needs require them
- Consequences are proportionate, related to the behaviour where practicable, and do not humiliate or shame learners
- Behaviour support is not based on a blanket sanction ladder where that would be inappropriate for an individual learner
- Staff do not use behaviour strategies that amount to unlawful isolation, humiliation, discriminatory treatment or unnecessary restrictive practice
- Where behaviour presents a safeguarding concern, the safeguarding process takes priority over the behaviour process

Learner Expectations:

Each provision will communicate clear expectations appropriate to age, developmental stage and context. As a minimum, learners are expected to:

- Treat themselves, others and the environment with respect
- Engage with learning and activities to the best of their ability, with support where needed
- Follow reasonable staff instructions and agreed safety expectations
- Respect personal space, boundaries and the rights of others
- Use equipment, technology and mobile phones in accordance with local arrangements
- Seek help when they are struggling and use agreed regulation/support strategies where possible

Expectations may require individual adaptation through EHCPs, individual support plans, behaviour/regulation plans or reasonable adjustments.

Prevention, Regulation and Early Intervention:

The first response to behaviour should, wherever safe and practicable, be preventative and relational. Staff should consider what is happening before, during and after the behaviour and use proportionate strategies to reduce escalation.

- Clear routines, structure and predictable transitions
- Positive relationships and connection with trusted adults

- Co-regulation and access to agreed regulation strategies
- Clear choices and achievable instructions
- Environmental and sensory adjustments
- Movement, breaks or regulation activities where appropriate
- Explicit teaching of social, emotional and behavioural skills
- Early communication with pastoral/SEND/leadership staff where patterns emerge
- Review of curriculum, timetable, relationships, communication or other environmental factors where these may be contributing

Graduated Response to Behaviour Concerns:

Local provisions may use their own terminology and recording systems, but the following organisational sequence must underpin practice:

Stage:	MIAG expectation:
Prevent and Teach	Clear expectations, routines, modelling, positive reinforcement and explicit teaching
Regulate and Support	Identify triggers/need; use co-regulation, de-escalation and reasonable adjustments
Respond and Redirect	Calm reminder, clear boundary, choice and proportionate consequence where required
Reflect and Repair	Restorative conversation, reflection and repair once the learner is regulated
Targeted Support	Individual plan, key adult, SENCO/pastoral input, family/commissioner involvement or multi-agency support where required
Escalate	Senior leadership response for serious/repeated behaviour, safeguarding concern or significant risk; consider suspension/exclusion only where lawful, necessary and proportionate

Consequences and Sanctions:

MIAG recognises that positive reinforcement and support are central to behaviour improvement, but there will be circumstances where a proportionate consequence or sanction is necessary. Sanctions must be reasonable, predictable, recorded where required and applied consistently with this policy.

- Verbal reminder, redirection or re-teaching
- Temporary adjustment to an activity or supervised regulation break
- Restorative action or repair of damage/impact where appropriate
- Loss or modification of a privilege where proportionate and clearly connected to the behaviour
- Behaviour support or monitoring plan

- Parent/carer, commissioner or professional meeting
- Suspension or ending of placement only under the separate MIAG Suspensions & Exclusions Policy and applicable legal/commissioning arrangements

A sanction must not be imposed simply because a learner is displaying behaviour arising from a disability or unmet SEND need without first considering reasonable adjustments and whether the response is appropriate. Behaviour responses must not be discriminatory.

For serious misbehaviour in MIAG independent schools, records of sanctions must be maintained in accordance with ISS Part 3 paragraph 9.

Serious Incidents, Suspension and Exclusion:

Serious incidents include behaviour which creates a significant risk of harm, serious violence or assault, serious threats, possession/use of prohibited or dangerous items, serious abusive or discriminatory behaviour, serious property damage, or persistent serious behaviour which cannot safely be managed through the available support and adjustments.

The MIAG Suspensions & Exclusions Policy sets the organisational process for suspension and permanent exclusion/ending of placement. This Behaviour Policy must not be read as creating a separate or informal exclusion route.

Off-site learning or provision may be used where it is lawful, appropriate and in the learner's interests, but must not be used as an informal exclusion mechanism or to circumvent statutory, safeguarding, attendance or commissioning requirements. Any Alternative Learning Provisions for learners on Roll with a MIAG Independent School will have been subject to robust due diligence.

Safeguarding, SEND and Equality:

Behaviour can be a safeguarding indicator. Staff must consider whether a change in behaviour, persistent behaviour, sexualised behaviour, withdrawal, aggression, missing education, exploitation indicators or other presentation may indicate abuse, neglect, exploitation, mental health difficulty or another unmet need. KCSIE 2026 remains in force from 1 September 2026 and applies across schools and colleges.

Where a safeguarding concern is identified, staff must follow the MIAG Safeguarding and Child Protection Policy and inform the DSL in accordance with local procedures. Behaviour recording must not replace safeguarding recording.

Staff must consider SEND, EHCP provision, disability, communication, sensory needs, mental health and reasonable adjustments when planning and reviewing behaviour support. Interventions should be targeted and timely; current inspection evidence expectations explicitly include appropriate adaptations to behaviour strategies for learners with SEND and other barriers to learning or wellbeing.

MIAG will monitor behaviour data for patterns of disproportionate impact, including by SEND, disability, sex, ethnicity and other relevant characteristics, and will act where concerns are identified.

MIAG Trauma-Informed Staff Development – Three Tiers:

The MIAG trauma-informed training programme is an organisational commitment being implemented across provisions during 2026–27. The programme translates trauma-informed principles into consistent behaviour practice and is intended to build confidence at every level.

Tier:	Who:	Minimum expectation:	Purpose:
Tier 1 – Universal Foundation	All staff and relevant volunteers/associates	Complete the agreed universal ACEs and Trauma-Informed Practice learning.	Shared understanding of trauma, attachment, behaviour as communication, psychological safety and regulation.
Tier 2 – Practice Development	All staff within each provision	Participate in whole-provision trauma-informed training and ongoing CPD.	Translate theory into relational practice, co-regulation, de-escalation, SEMH/EBSA support, restorative approaches and classroom practice.
Tier 3 – Trauma-Informed Champions	Identified leaders/practitioners	Undertake advanced accredited development and contribute to coaching/implementation.	Build internal expertise, support colleagues, contribute to policy development and monitor impact.

Restrictive Interventions and Reasonable Force:

MIAG is committed to reducing the need for restrictive interventions. Where reasonable force or restrictive physical intervention is necessary to prevent harm, it must be lawful, necessary, reasonable and proportionate and must never be used as punishment, humiliation or a routine behaviour-management technique.

All incidents must be recorded and reviewed in accordance with the MIAG Restrictive Interventions / Reasonable Force arrangements. Staff must only use restrictive physical intervention where they are appropriately trained and authorised under MIAG arrangements.

All MIAG Staff are trained to Level 2 with Team Teach. Where new staff or agency staff working in the organisation are in post after the annual training programme has lapsed a risk assessment will be put into place by the Head Teacher/Provision Leader.

Bullying, Discrimination and Harmful Behaviour:

Bullying, discriminatory behaviour, harassment, hate-related behaviour, sexual harassment, sexual violence and other harmful behaviour are not accepted as normal behaviour and require a proportionate response. Staff must follow the MIAG safeguarding, equality and anti-bullying arrangements as applicable.

The independent school standards require proprietors to ensure bullying is prevented so far as reasonably practicable through an effective anti-bullying strategy.

Mobile Phones and Technology:

Each provision must have clear arrangements for mobile phones and personal technology. For MIAG independent schools, local arrangements should reflect current DfE expectations that schools should be mobile-phone-free environments by default, with exceptions only where justified. The April 2026 independent school standards guidance specifically identifies mobile phone arrangements as an element of an effective behaviour policy.

Recording, Monitoring and Organisational Assurance:

Behaviour incidents, significant consequences and serious misbehaviour must be recorded accurately in the system designated by the provision. Records should be sufficient to identify what happened, the response, relevant support/adjustments, outcome and any follow-up required.

- Head Teachers/Provision Leads monitor behaviour patterns, repeated incidents, serious sanctions and the effectiveness of interventions
- The Headteacher/Provision Lead ensures serious behaviour and sanctions are appropriately recorded and reviewed with strategic leaders/pastoral team
- The DSL reviews behaviour information where there may be safeguarding implications
- The SENCO/SEND lead reviews patterns where SEND, EHCP provision or reasonable adjustments may be relevant
- The COO provides organisational assurance through MIAG quality/compliance processes and reviews cross-provision themes
- Behaviour data is used to identify patterns, disproportionality, training needs and opportunities for preventative improvement rather than simply to count incidents

Roles and Responsibilities:

Role:	Key Responsibility:
Proprietor /Directors/Governing Body	Strategic oversight and assurance that the organisation has an effective behaviour framework
COO	Policy owner; organisational assurance; cross-provision consistency; monitoring and improvement
Headteacher / Provision Lead	Local implementation, staff consistency, decision-making, records, family/commissioner engagement and review
Strategic Leadership Team/Pastoral Team	Supports the Head Teacher/Provision Lead in review/support/training of staff
DSL	Safeguarding oversight where behaviour may indicate harm, exploitation, abuse, neglect or other safeguarding concern
SENCO / SEND Lead	SEND assessment, reasonable adjustments, EHCP alignment and targeted support
All staff	Model expectations, use the agreed approach, record concerns and escalate safeguarding or serious behaviour appropriately
Learners and families	Participate in agreed expectations, support planning, restorative processes and review

Local Provision Arrangements:

Each MIAG School/Provision may maintain a short local behaviour appendix or implementation guide setting out practical details such as routines, terminology, reward arrangements, regulation spaces, mobile phone arrangements, recording systems, named leads and local escalation routes.

Local arrangements must demonstrate how the MIAG organisational standard is implemented and must not introduce practices which conflict with this policy, safeguarding requirements, equality duties, SEND/EHCP provision, the MIAG Suspensions & Exclusions Policy or the MIAG Restrictive Interventions arrangements.

Related MIAG Documents:

- Safeguarding and Child Protection Policy
- SEND Policy
- Equality / Belonging & SEND Inclusion Policy
- Suspensions & Exclusions Policy

- Restrictive Interventions / Reasonable Force Policy
- Attendance Policy
- Off-Site Arrangements and Educational Visits Policy
- Trauma-Informed Development / Staff Training Programme
- Complaints Policy
- Risk Management and Risk Assessment Policy

Review and Assurance:

This policy will be reviewed annually and sooner where there are changes to legislation, statutory guidance, DfE expectations, inspection requirements or MIAG practice. Implementation will be tested through local provision review, staff supervision and training, incident and sanction monitoring, safeguarding review and MIAG organisational assurance.

Document Control:

Policy	Behaviour
Policy Type	MIAG Organisational Policy
Policy Owner	Lisa Savage, Chief Operating Officer
Responsible Lead	Headteacher/Provision Lead
Safeguarding Lead	Designated Safeguarding Lead (DSL)
Approved By	Guy Hopson, Chair of Governors
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Version History:

Version	Date	Summary of Change
1.0	October 2026	New MIAG Organisational Policy outlining Organisational expectations around behaviour standards & support