Approval and review: Behaviour Policy

This policy is the responsibility of Julian Alsop

This policy was approved by Julian Alsop on 5thMay 2024.

This policy is due for review by June 2024

The purpose of this policy is to:

• Set out clear expectations of positive behaviour.

• Empower staff to model exemplary behaviour in their professional relationships with students, colleagues, and parents and to reflect on the value of this behaviour through the mentoring process.

• Empower staff, students, and parents to promote, recognise and celebrate examples of positive behaviour at every opportunity.

• Encourage students to be punctual, proactive, and positive members of the community

● Provide clear and robust intervention strategies that support students in understanding the triggers to their challenging behaviours and in managing strategies to communicate their frustrations, feelings and needs without verbal or physical aggression.

Introduction

This policy has been written with due regard to the requirements of the 2011 and 2006 Education Act and related guidance, the School Standards and Framework Act 1998, the Education Act 2002, 0-25 CoP 2015 and the Equality Act 2010. DfE guidance and the Ofsted Framework for School Inspection were used as reference documents.

The policy will be amended as appropriate to take into consideration any new guidelines and statutory obligations as soon as these are published. It has been reviewed in consideration of the Ofsted paper "Below the Radar".

Responsibilities & Implementation

The expectations and responsibilities of the provision, parents/carers and students are set out in the Home/School Agreement which is issued to all students shortly before they join MIAG at the admissions meeting, this should be signed before placement with MIAG begins.

The management team will review the effectiveness of the policy on at least an annual basis.

Implementation

- Strategies for promoting positive Attitudes to Learning MIAG promotes positive behaviour in several ways:

 • We offer an environment in which students feel valued and welcomed. MIAG values and ethos must demonstrate that students feel that their presence in MIAG is important and any negative impact on this positive ethos will be addressed (Appendix A)

• The provision is committed to working towards a behaviour management system that is predicated on rewards and celebration

• The provision's budget allocation to student rewards will reflect the importance placed on this celebration.

• A flexible and individualised curriculum is offered to all students; every effort will be made to ensure that learning tasks are challenging, stimulating and matched to students' needs.

 • Behaviour and rewards data will be regularly collected and monitored in order to help identify patterns, set targets, implement early interventions, and support and inform policy/practice.

• Parents/carers and students will be regularly informed of the students' Attitude to Learning

 • MIAG takes a proactive approach to supporting students with social, emotional and mental health difficulties [SEMH] through personalised interventions.

• MIAG is committed to working in partnership with other agencies (e.g. Education Psychology Service, CAMHS, and Police) when this may serve to support and assist students who are experiencing social, emotional and mental health difficulties.

Behaviour whilst under the care of MIAG behaviour policy applies in situations where a student's behaviour is deemed inappropriate or unsafe.

MIAG operate a three-strike behaviour system for persistent low-level behaviour misconduct. Outlined in Appendix A.

The system follows:

Strike	Action Taken
1st Strike/ Warning	Explanation for warning. Consequences explained: "If I have to give another warning, I will need to call the Duty Manager
2nd Strike/ Warning	Explanation for warning. Call to Duty Manager. Implement advice.
3rd Strike/ Warning	Explanation for warning. Duty Manager called for final advice. Sanction imposed by Duty Manager in line with Behaviour Policy.

Accusations against staff Should a student make an accusation against a member of staff, it will be investigated under the direction of the Manager/ Director in accordance with the complaints policy. If the outcome of the investigation concludes that there has been a malicious accusation, the sanction applied to the student will be decided by the Managing Director and will be drawn from the high to very high sanctions identified in the Sanctions Guidance (Appendix A1).

Monitoring, Evaluation and Review The effectiveness and impact of the Behaviour Policy will be monitored through the collection and collation of evidence including:

• Achievement data (progress checks)

• Attendance data

• Exclusions data

Related Documentation

Appendix A1 – Sanction Guidance Primary (KS1-KS2)

Behaviour	Strategy/sanction	Escalation
Persistent refusal to follow instructions	Use de-escalation strategies. Warning System Restorative conversation once calm.	Phone call home and incomplete work sent home. Exclusion (Depending on severity)
Low level disruption	Classroom rules reminder. Warning System. Restorative conversations when calm.	Phone call home and incomplete work sent home.
Bullying	Restorative conversation Warning System. PSHE Lessons Phone call home	Risk Assess Family/student/school Exclusion (Depending on severity) Multi-agency meeting Police
Inappropriate sexualised behaviour	Restorative conversation Risk Assessment Phone call home DSL informed.	Multi- agency meeting Police Exclusion (Depending on severity) Possible Permanent Exclusion (Depending on severity)
Damage to property within MIAG community	Phone call home Restorative Conversation (Once calm) De-escalation strategies Classroom rules reminder.	Exclusion Reintegration meeting Risk Assess Invoice parent/carer Police
Threatening Behaviour	Warning System Restorative conversation (Once calm)	Exclusion, Risk Assess Police Multi-agency Meeting

	Phone call home Classroom rules reminder	
Theft	Restorative conversation (Once calm) Screening (Search) Phone call home	Risk assess Invoice parent/carer. Exclusion Police
Verbal abuse to another person	Restorative conversation (Once calm) Classroom rules reminder Dynamic Risk Assessment	Exclusion (Depending on severity) Multi-agency meeting Police
Physical abuse to another person	Phone call home. Exclusion for the rest of the day Exclusion	Risk assesses Police
Noncompliance with vehicle safety	Phone call home Exclusion Reintegration meeting Transport protocol reminder Risk Assess	Parent /carer to transport student to MIAG
Inappropriate behaviour in public	Warning System. Phone call home Restorative conversation (Once calm) Risk asses	Exclusion (Depending on severity)
Refusal of education	Encouragement. Reminder of Student Pathway. Restorative conversation (Once calm) Warning System Work sent hom	
Spitting	Warning System. Phone call home Remainder of day exclusion Risk Assess	Exclusion (Depending on severity) Reintegration meeting
Allegations	Investigation Multi-agency meeting Risk assess	
Absconding	Remainder of day exclusion Offsite provision card revoked Risk Assess	Inclusion Exclusion (Depending on severity) Reintegration meeting

Secondary

Behaviour	Strategy/sanction	Escalation
Possession of offensive weapon	Confiscation Remainder of day exclusion Risk assess Screening and searching on arrival Police	
Drug dealing	Police Multi Agency Meeting	
Drugs – possession of, under influence of	Exclusion Police	
Persistent refusal to follow instructions	Warning System . Use de-escalation strategies Restorative conversation once calm	Phone call home Internal exclusion (Depending on severity**)** Exclusion
Low level disruption	Warning System. Classroom rules reminder Restorative conversations when calm	Phone call home Internal exclusion (Depending on severity**)** Exclusion
Bullying	Warning System. Restorative conversation PSHE Lessons Phone call home	Risk assesses Exclusion (Depending on severity) Multi-agency meeting Police
Inappropriate sexualised behaviour	Restorative conversation Risk Assessment PSHE Lessons phone call home	Multi- agency meeting Police Exclusion (Depending on severity**)**
Damage to property within MIAG community	Phone call home Restorative Conversation (Once calm) De-escalation strategies Classroom rules reminder	Exclusion Reintegration meeting Risk Assess Invoice parent/carer Police Possible Permanent Exclusion
Threatening Behaviour	Warning System. Internal exclusion Restorative conversation (Once calm) Phone call home Classroom rules reminder Risk Assess	Exclusion Police Multi-agency meeting
Theft	Restorative conversation (Once calm) Screening	Police

	(Search) Phone call home Risk assess Exclusion	
Verbal abuse to another person	Warning System. Restorative conversation (Once calm) Classroom rules reminder Risk Assessment Internal exclusion	Exclusion (Depending on severity) Multi-agency meeting Police
Physical abuse to another person	Phone call home. Exclusion for the rest of the day Risk assess Exclusion	Police
Noncompliance with vehicle safety	Phone call home Exclusion Reintegration meeting Transport protocol reminder Risk Assess	Parent/carer to arrange suitable transport for student to Education 1st Police
Inappropriate behaviour in public	Warning System. Phone call home Restorative conversation (Once calm) Risk assess	Exclusion (Depending on severity)
Refusal of education	Warning System. Restorative conversation (Once calm) Warning Classroom rules	Exclusion (Depending on severity
Spitting	Reminder of Classroom rules Phone call home Remainder of day exclusion Risk Assess	Exclusion (Depending on severity) Reintegration meeting
Persistent Allegations	Investigation Multi-agency meeting Risk Assess	
Absconding	Phone call home Remainder of day exclusion Risk assess	Inclusion Exclusion (Depending on severity) Reintegration meeting

Appendix A2- Positive Reward Guidance

 Rewards are a positive influence at MIAG . Rewards are used as incentives for good behaviour, positive choices and celebrating achievement. Students can work towards their personal rewards at every opportunity.

TBC