

Behaviour Policy

Policy Statement

My Online Schooling is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils. This policy aims to help young people grow in a safe and secure online environment, and to become successful, confident, responsible and effective members of the school community and beyond. The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness, trust and cooperation.

Aim of the policy

It is a primary aim of My Online Schooling that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can work together in a supportive way. It aims to:

- Promote an environment where everyone feels happy, safe and secure
- Create a culture of positive behaviour: for learning, for community, for life
- Ensure that all pupils are valued, treated fairly, shown respect
- Encourage and support pupils to take responsibility for their actions and behaviour
- Build a community which values kindness, care, good humour, good temper, compliance and empathy for others
- Promote community cohesion through positive relationships
- Ensure that excellent behaviour is a minimum expectation for all
- Recognise positive behaviour and celebrate pupils for positive contributions to the classroom environment
- Ensure that all school community stakeholders have high expectations of behaviour and behaviours for learning and apply this policy in a consistent way

Purpose of the policy

To provide simple, practical procedures for staff and pupils that:

- Promotes good behaviour, rather than merely deter anti-social behaviour
- Recognises and reinforces positive behaviour and behaviours for learning
- Promotes self esteem and self-discipline
- Models appropriate behaviour through positive interventions

Roles in our School Community

Principal and Senior Leaders

The Principal and senior leaders will stand alongside colleagues to support, guide, model and show a unified consistency to all pupils. The Principal and senior leaders will:

- Have responsibility for implementing the school behaviour policy consistently throughout the school
- Support teachers and staff by implementing the policy by setting the standards of behaviour
- Celebrate staff, leaders and pupils whose effort goes above and beyond expectations
- Keep records of reported incidents of misbehaviour and poor conduct
- Regularly review provision for pupils who fall beyond the range of written policies
- Work and meet with the necessary members of the community to implement early interventions for pupils, where required
- Be visible from time-to-time during live lessons or when required by the school or teacher
- Support teachers in managing pupils with more complex or entrenched challenging behaviours
- Take time to share good practice during professional development opportunities

Teachers

At My Online Schooling, our teachers have high expectations for behaviour and behaviours for learning. We provide a nurturing learning environment so that all pupils feel safe, valued and respected. To ensure positive pupil behaviour and behaviours for learning, teachers will:

- Be responsible for ensuring that the rules and expectations of the online classroom are shared often (See Appendix A for Juniors) and enforced throughout lesson time
- Ensure that pupils behave in a safe, respectful and responsible manner during lesson time
- Have high expectations of pupils and will strive to ensure that all young people work to the best of their ability
- Be a role model for pupils and treat each young person fairly, with respect and understanding, building positive relationships
- Plan lessons that engage, challenge and meet the needs of all pupils
- Use visible positive recognition mechanisms, for example awarding house points, throughout every lesson
- Follow the “Responding to Behaviour steps” in this policy where necessary; retain ownership and engage in reflective dialogue with pupils (senior leaders and parents/carers), where required
- Monitor poor conduct and record discreetly, where necessary
- Report repeated negative behaviours to senior leaders and/or the Principal for direct communication with parents
- Consistently implement this policy

Parents and Carers

The role of parents and carers in the learning of young people should not be underestimated. The support of family members is pivotal to young people achieving success in their learning. At My Online Schooling, having our parents, carers and families as partners in learning aims to ensure consistent messages and expectations are conveyed to the young people in our care. With this, it is the responsibility of parents and carers to:

- Ensure that their child is properly supervised during lessons, if required
- Ensure that their child arrives to each lesson in a timely manner
- Ensure their child is well prepared with a device that is suitable, they have the necessary software and apps required, and the device is charged and is in good working order
- Ensure their child is equipped with the resources necessary for the lesson
- Work with the school to advocate safe and positive behaviours when online. Any concerns can be raised directly with My Online Schooling via telephone or email

Parents should also exercise good judgement and conduct when their child is in attendance to live lessons:

- Parents/carers will avoid being heard on microphone or being on camera as an active participant of live lessons

- Parents/carers will ensure that any concerns with lessons are addressed after the lesson and, through respect for other pupils and families, will not engage with the teacher during live lessons. Parents/carers who do try to intervene in lessons will be muted, and potentially removed from the Zoom meeting room
- Children with Parent Carer In Class Request (PCICR) approval are permitted to be in attendance to live lessons with their child(ren) in the Junior School. In Secondary, only parents/carers with prior permission in exceptional circumstances should attend live lessons with their child(ren)

Pupils

Pupils are held responsible for their behaviour. Disruptive or abusive behaviour will not be tolerated at any level. On the extremely rare occasion that disruptive behaviour becomes a regular occurrence the Principal or Head of School may ask the pupil to leave the school.

- All pupils must behave in a respectful, considerate and kind manner when they are in classrooms. They must listen to and take direction from their teacher when in class
- If a child demonstrates behaviour that the teacher deems to be unacceptable or inappropriate the teacher will follow the steps outlined in the 'Responding to Behaviours' area of this document
- Pupils are expected to participate actively in lessons and complete tasks to the best of their ability. Teachers will provide encouragement and we expect pupils to try their very best.
- Independent learning tasks must be completed to a high standard by the agreed due date. If there is a problem or anticipated delay, the pupil should communicate this to the teacher as soon as possible - preferably before the agreed due date.
- Pupils are encouraged to use the Common Room discussion forums in Canvas, but must do so appropriately. This feature is secure and moderated by the Heads of School. The school operates a zero tolerance policy for any kind of bullying (see our Anti-Bullying Policy), offensive language or inappropriate discussions. No personal details should be given out. Discussions with other pupils should always be positive, supportive, and kind.
- Pupils must be punctual to lessons and enter the waiting room before the lesson commences. If a pupil is late to a lesson, this will be recorded by the teacher, showing lateness and the number of minutes late
- Pupils are to attend all live classes, unless prior notification of absence has been provided, and that pupils remain in the lesson for the full period. Pupils may leave early with consent from the class teacher. If a pupil leaves the lesson early, this will be recorded by the class teacher

Responding to Behaviours

At My Online Schooling, engagement in learning is always the primary aim. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. Teachers should have consistently high expectations for behaviour and behaviours for learning and praise and celebrate good behaviour. They should reinforce behaviour management strategies with care and consideration, taking individual needs into account where necessary.

Teachers and staff should recognise good behaviour and positive conduct wherever possible. Positive reinforcement is more effective in promoting positive behaviours in the classroom and reward and recognition for positive behaviour demonstrates to other pupils the expectations in our classrooms. Teachers and staff should use positive reinforcement mechanisms, i.e. house points, to reward good behaviour. Examples of positive behaviour are outlined in our School Handbooks for pupils, parents and carers.

Teachers will use different practical steps for dealing with poor conduct. These steps are outlined below. All pupils are given 'take up time' in between steps to allow acknowledgment of reflection on actions. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

Steps	Action(s)
1. Redirection	<p>Gentle encouragement, a nudge in the right direction or a small act of kindness.</p> <p>Where necessary, praise those pupils at the start of lessons for good behaviour or take ownership of a role within class eg record monitor / erase screen monitor / Break Out Room team leader or feedback leader.</p>
2. Reminder	<p>De-escalate and decelerate, where reasonable and possible, and take the initiative to keep things at this stage.</p> <p>Reminder 1 A reminder of the classroom expectations.</p> <ul style="list-style-type: none">• For Juniors, this would be by referring back to <i>Appendix A</i> slide shared at the start of the lesson. <p>Reminder 2 Private message sent in Chat reminding the pupil of their behaviour.</p> <p>Reminder 3 Depending on the level and type of behaviour, use the online classroom tools to de-escalate by disabling where necessary: <i>Chat</i></p>

	<p><i>Annotation</i> <i>Shared screen</i> <i>Camera</i> <i>Mute</i></p> <p>Follow this up with a second private message in Chat reminding the pupil of their behaviour.</p>
3. Caution	<p>A clear verbal caution delivered privately wherever possible, preferably in a breakout room, making the pupil aware of their good previous behaviour and clearly outlining the consequences if they continue to display poor conduct. Pupils should be encouraged to make good choices.</p>
4. Time Out	<p>The pupil should temporarily leave the lesson and be placed either in a Break Out Room or the Waiting Room. Give the pupil a chance to reflect away from others. Then speak to the pupil privately, again reminding them of previous conduct/attitude/learning. Then reset the boundaries and give them a final opportunity to engage. Offer a positive choice to do so.</p>
5. Internal referral	<p>At this point the pupil will be asked to leave the classroom for the remainder of the lesson. An internal referral should be directed to the Head of School/Wellbeing Manager, by raising a concern in iSAMS, where they will be recorded electronically. Teachers must clarify in the referral notes that they have followed the policy steps recommended above. Parents/carers will be notified of this referral and will be asked to have a conversation with their child regarding their conduct.</p>
6. Restorative Meeting	<p>A restorative meeting should take place before the next lesson with the teacher, Head(s) of School and/or Wellbeing Manager. Parents/carers should be notified if this meeting takes place with the option to attend. The consequences of not meeting any agreed targets should be made clear to all parties. At this point, it may be necessary to give learners a second chance at any targets, but professional judgement should be used. If the learner does not attend or the reconciliation is unsuccessful, staff should call on the support of the Principal/Head of School and a meeting with the parent(s)/carer(s) will be arranged.</p>
7. Restorative Conference	<p>A meeting with the pupil, teacher, parent(s)/carer(s) and Head of School and/or Wellbeing Manager and/or Principal will take place. There will be an official record of this meeting with action plan targets that will be monitored over the course of two weeks. Please see additional details, below.</p>

Restorative Conference

A restorative conference takes a holistic view of the pupil, their learning and conduct. This meeting will include the pupil, necessary teacher(s), a parent/carer and a member of senior leadership (Head of School and/or Principal). The Head of Wellbeing may attend where necessary. The meeting will address the pupil's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation. The meeting aims to identify areas of the pupil's experience that are presenting challenges, with a view to bringing positive changes to any aspect of the above. Any action plan agreed with the pupil at the meeting will come under the terms of a final warning. If the actions agreed in the plan are not completed or positive changes are not observed in the following two weeks, the Principal/Head of School may ask for the pupil to leave the school. The consequences of not meeting the agreed targets should be made clear to all parties and recorded in any minutes. Every effort will be made to encourage and support a change in the pupil's behaviour.

Further information on rewards and conduct can be found in the My Online Schooling Handbook.

Appendix A

WILF Online Class Expectations



- ✓ Follow the school rules
- ✓ Show respect, be kind and a good class team player
- ✓ Be active and focused in class
- ✓ Make sure you have pen and paper in front of you
- ✓ Ask permission to talk on the microphone
- ✓ Use the chat box for learning not "chatting"
- ✓ Annotate on the screen but only when asked to do so
- ✓ Ask if you need help

Further Guidance

[Behaviour and Discipline in Schools: Advice for Headteachers and School Staff](#)

[Getting the Simple Things Right: Charlie Taylor Behaviour Checklist](#)

[Creating a culture: a review of behaviour management in schools](#) - Tom Bennett's independent review on behaviour in schools

[Behaviour and discipline in schools](#) - statutory guidance for governing bodies

[Respectful School Communities: Self Review and Signposting Tool](#)

[Improving school attendance: support for schools and local authorities](#)

Case Studies

[Whole school approach: managing poor behaviour](#)

[Using rewards: encouraging good behaviour](#)

[School behaviour management case studies report](#)

External Research

[Behaviour: Improving pupil engagement and minimising disruptive behaviour](#), published by the Education Endowment Foundation (EEF)

[Low-level disruption in classrooms: below the radar](#), published by Ofsted

- END OF POLICY -