

HEADG ONLINE SCHOOL UK

Behaviour Policy

Policy Statement

HeadG Online School 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. Our behaviour policy guides staff to support and teach self-discipline, not blind compliance. 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

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships
- To refuse to give pupils attention and importance for poor conduct
- To help pupils take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the policy

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

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Roles in our School Community

Director and Senior Leaders

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

- Have responsibility for implementing the school behaviour policy consistently throughout the school
- Supports 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
- Keeps 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 negative behaviours
- Take time to share good practice during professional development opportunities

Teachers

At HeadG Online School, we believe that consistency lies in the behaviour of adults and not simply in the application of procedure. Our teachers use a consistent, sustainable approach with every interaction on behaviour. In turn, our pupils feel treated as valued individuals who respect their education as well as the education of their peers. To ensure positive pupil behaviour, teachers will:

- Be responsible in ensuring that the rules of the online classroom are enforced in their classes, and that pupils behave in a 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 will 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
- Never ignore pupils who display negative behaviours

- Follow up every time, 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 Director for direct communication with parents
- Consistently implement appropriate sanctions and the school's behaviour 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 HeadG Online School, 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, is charged and is in good working order
- Work with the school to advocate safe and positive behaviours when online. Any concerns can be raised directly with HeadG Online School a telephone or email

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 Director or Head of School may ask the pupil to leave the school.

- Pupils should attend lessons using an authenticated email address so not to attend as a 'guest' to a lesson
- 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 'Managing 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.

- Where mandatory (KS4/KS5), 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. In KS2, where independent learning is optional, it should be completed to a high standard if chosen to be completed.
- 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 Director and Head of School. The school operates a zero tolerance policy for any kind of bullying, 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. It is the responsibility of the pupil, parents and carers to ensure that a suitable device, to access lessons, is charged, has a good internet connection and is in good working order.
- 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

● **Managing Behaviours**

- At HeadG Online School, engagement with 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. We always advocate for consistent positive behaviours as every minute a pupil is out of a lesson is one where they are not learning. Teachers should reinforce behaviour management strategies with care and consideration, taking individual needs into account where necessary. Teachers would rather praise and celebrate the behaviour they want to see from pupils.
- 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	Gentle encouragement, a nudge in the right direction or a small act of kindness.
2. Reminder	A reminder of the classroom expectations, delivered privately wherever possible, reminding the pupil of their behaviour. Repeat reminders if necessary. De-escalate

	and decelerate, where reasonable and possible, and take the initiative to keep things at this stage.
3. Caution	A clear verbal caution delivered privately wherever possible, 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.
4. Time Out	The pupil should temporarily leave the lesson. Give the pupil a chance to reflect away from others. If possible, speak to the pupil privately, remind pupils of previous conduct/attitude/learning, reset the boundaries and give them a final opportunity to engage. Offer a positive choice to do so.
5. Internal referral	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/Health & Wellbeing Manager, by raising a concern in the Management Information System (MIS).where they will be recorded electronically. Parents/carers will be notified of this referral and will be asked to have a conversation with their child regarding their conduct.
6. Restorative Meeting	A restorative meeting should take place before the next lesson with the teacher, Head of School and/or Health & 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 judgment should be used. If the learner does not attend or the reconciliation is unsuccessful, staff should call on the support of the Director/Head of School and a meeting with the parent(s)/carer(s) will be arranged.
7. Restorative Conference	A meeting with the pupil, teacher, parent(s)/carer(s) and Head of School Education Manager and/or Health & Wellbeing Manager and/or Director 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.

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 Education Manager and/or Director). The Health & Wellbeing Manager 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 is 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 Director/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 HeadG Online School Handbook.

- END OF POLICY -

