

ETON ACADEMY

Behavior and Exclusion Policy

Version Control	
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Next Review	September 2024

1. Purpose

- 1.1. The aim of this policy at Eton Academy is to cultivate an educational atmosphere that encourages exceptional teaching and learning, grounded in mutual respect and cooperative engagement. The application of this policy ensures equitable and transparent interactions with all students.
- 1.2. This policy is relevant to all students at Eton Academy.
- 1.3. In accordance with the Online Education Provider Accreditation Scheme and Independent School Standards, our policy sets forth our code of conduct for students. It also details the use of sanctions and rewards to uphold our high standards. We are dedicated to making arrangements that safeguard and promote the welfare of children.

2. Background

- 2.1. At Eton Academy, we are committed to ensuring the safety and well-being of all our students and staff. We take great pride in the behavior and conduct of our students and strive to provide a secure and supportive online learning environment. This setting allows children to develop a sense of belonging and the confidence to speak openly with adults about their concerns.
- 2.2. Our teachers are empowered to discipline students for misbehavior during online lessons and for inappropriate conduct outside these lessons, such as through school communication channels. Eton Academy establishes and upholds the standard of behavior expected from all students. This includes

setting the behavioral standards, school rules, sanctions for rule violations, and rewards for positive behavior. Our measures are designed to foster good behavior, self-discipline, respect, academic diligence, and appropriate conduct.

- 2.3. This policy also addresses our approach to managing bullying behavior and outlines our strategies to prevent all forms of bullying. We also have an Anti-Bullying Policy, which is accessible on our website.
- 2.4. Our policy takes into consideration the need to safeguard and promote the welfare of students. It aligns with our Safeguarding and Child Protection Policy, adheres to our general duty under the Equality Act 2010 to eliminate discrimination, and supports students with Additional Learning Needs and/or disabilities.
- 2.5. Should any student's behavior be deemed criminal or a serious threat to the public, the Education Team will report it to the appropriate police authority. If misbehavior is linked to a child suffering, or at risk of suffering, significant harm, our Safeguarding and Child Protection Policy and Procedures will be strictly followed, and actions will be taken in line with the relevant local safeguarding children's board referral procedures. In cases where a child is in immediate danger or at risk of harm, a referral will be made to children's social care and/or the police without delay.
- 2.6. Our policy is published for parents, students, and staff, and is available on our website. It undergoes an annual review.
- 2.7. Eton Academy offers support to children during challenging times, such as domestic violence, bullying, accidents, transitions, loss of friendships, divorce, separation, loss, and bereavement. This support is aimed at building coping strategies and resilience to help prevent the onset of mental health issues later in life.

3. Scope

- 3.1. Maintaining good behavior and proper online etiquette is crucial for the success of online learning. Our school's policy outlines a fair, consistent, and transparent approach to managing behavior, blending appropriate disciplinary measures with encouragement and support within our nurturing educational environment.
- 3.2. We are dedicated to setting and maintaining high expectations for all students, supported by consistent and supportive measures. Our expectation is that staff, parents, and students will comprehend, respect,

and adhere to the school's rules, as well as the obligations and responsibilities detailed in this policy and other relevant policies. We also expect staff and parents to exemplify positive behavior, thereby providing students with a conducive learning environment.

- 3.3. In line with this, we work closely with parents, students, and staff to foster a culture of mutual respect and understanding. This collaborative ethos aims to strike a balance between disciplinary actions and a strong commitment which in turn fosters positive behavior.
- 3.4. Consistent application of this policy by our staff is essential to its effectiveness. This consistency helps ensure that students feel they are treated justly and equally.
- 3.5. In our online school environment, we strictly prohibit any form of corporal punishment or the threat thereof, in any context, both online and offline, under any circumstances, as it could negatively impact a child's well-being.
- 3.6. In cases where a child exhibits significant emotional, behavioral, or social challenges, our role extends to supporting their resilience and mental health. We strive to ensure all children are fully included in educational experiences and opportunities, and that their learning process does not hinder the education of their peers.
- 3.7. Children who are mentally healthy have the ability to:
 - 3.7.1. Develop holistically in psychological, emotional, intellectual, and spiritual aspects.
 - 3.7.2. Initiate, develop, and maintain mutually satisfying personal relationships.
 - 3.7.3. Utilize and appreciate periods of solitude.
 - 3.7.4. Develop an awareness of others and cultivate empathy.
 - 3.7.5. Engage in play and learning activities effectively.
 - 3.7.6. Develop a strong sense of morality and understanding of right and wrong.
 - 3.7.7. Address and overcome challenges and setbacks, using these experiences as learning opportunities.
- 3.8. In cases of severe difficulties, we expect children to receive external support in their local area, alongside early intervention support at school. This includes utilizing resources such as the Common

Assessment Framework, early help services, and consultations with medical professionals from Child and Adolescent Mental Health Services (CAMHS), voluntary organizations, and local general practitioners. Eton Academy will identify students who may be experiencing diagnosable mental health issues and engage both the student and their parents in understanding their behavior. Our aim is to provide early intervention and reinforce resilience before significant problems arise, employing both national and local agencies to offer evidence-based support to our students.

4. Provision

- 4.1. At Eton Academy, we are dedicated to fostering a nurturing and inclusive environment for all students. Our leadership team works tirelessly to create a culture of belonging and openness, where discussing challenges is free from stigma. Our staff is trained to recognize and bolster the resilience factors in children, helping them navigate life's hurdles with strength.
- 4.2. We believe in a collaborative approach, involving parents and carers, and ensuring that the voices and preferences of our students are central to any decisions affecting them.
- 4.3. Our commitment to continuous professional development ensures that our staff is well-equipped to identify early signs of mental health concerns and take appropriate actions.
- 4.4. Our procedures are clear and systematic, aimed at supporting staff in identifying and addressing potential mental health issues in students. We aim to work closely with various professionals and organizations to provide a spectrum of support services tailored to individual needs. We employ a multi-tiered approach to interventions for students with mental health challenges, involving thorough assessments, carefully planned support, active intervention, and regular reviews to adapt and improve our strategies.
- 4.5. Moreover, we embrace a holistic 'healthy school' approach, prioritizing the overall health and wellbeing of our students. This approach is characterized by clear goals, strategic planning, action, and continuous review to ensure the effective achievement of our wellness objectives.
- 4.6. Persistent disruptive or reserved behavior in students can often signal deeper issues. It's important to remember that diagnosing mental health conditions is a task for medical professionals. At our school, the advantage of small class sizes becomes evident in our ability to closely observe students on a daily basis. This attentive environment helps us to identify those who may be struggling with mental health

challenges or are at risk of developing them, including those who are more introverted and might otherwise remain unnoticed.

- 4.7. We achieve this through the effective use of data, monitoring changes in academic performance, attendance, and behavior. These observations are meticulously recorded and addressed accordingly. Additionally, our robust pastoral system ensures that every student is well-known to at least one staff member. This familiarity allows for the early detection of any shifts in behavior or wellbeing.
- 4.8. We firmly believe that the quality of learning, teaching, and behavior are interconnected, and maintaining these standards is a collective responsibility of all staff members. This integrated approach ensures a supportive and responsive learning environment for every student.
- 4.9. School Principles
 - 4.9.1. Mutual Respect: Every member of our school community, including staff and students, is expected to treat others with respect. This foundational principle is crucial for fostering a positive and collaborative environment.
 - 4.9.2. Recognition and Consistency in Behaviour Management: We believe in acknowledging and rewarding good behavior. Equally important is the consistent application of sanctions for unacceptable behaviors, such as bullying and violence, ensuring fairness and clarity in our approach.
 - 4.9.3. Proactive Measures to Prevent Poor Behaviour: Our strategy includes taking proactive steps to minimize the occurrence of poor behavior. This involves special attention to vulnerable student groups, such as those with special educational needs, to prevent a disproportionate number of behavior issues.
 - 4.9.4. Support for Students Facing Challenges: We recognize that life events such as bereavement, abuse, or parental divorce or separation can impact a student's behavior and attendance. Identifying and supporting students during these challenging times is a priority.
 - 4.9.5. Active Listening and Response: All students should feel heard and understood. We commit to actively listening and responding to the needs and concerns of our students.
 - 4.9.6. Safe and Secure Learning Environment: It is our duty to ensure that all students can learn in an environment that is both safe and secure.

- 4.9.7. Modeling and Promoting Positive Behaviour: Staff members play a vital role in modeling positive behavior. We are committed to actively promoting and developing our students' social, emotional, and behavioral skills.
- 4.9.8. Community Understanding and Acceptance: The principles underpinning our Behaviour Policy should be clearly understood and accepted by all members of the school community, ensuring a united and effective approach to maintaining a positive school environment.

5. Procedures and Responsibilities

- 5.1. Behaviour encompasses our actions and reactions in various situations. Our goal is for all children to exhibit socially acceptable behavior.
- 5.2. Teachers hold the authority to discipline students for misbehavior occurring in our online school environment.
- 5.3. Expectations for Socially Acceptable Behaviour:
Children should:
 - 5.3.1. Treat peers and adults with respect.
 - 5.3.2. Communicate politely.
 - 5.3.3. Develop self-confidence and high self-esteem.
- 5.4. In response to this, staff will;
 - 5.4.1. Respect all individuals in the school community.
 - 5.4.2. Communicate politely and praise children's efforts and achievements.
 - 5.4.3. Provide guidance on correct behavior and inform parents about their child's progress.
 - 5.4.4. Refrain from using critical or sarcastic language.

5.5. Unacceptable behaviours includes;

5.5.1. Use of unkind or rude language.

5.5.2. Offensive digital communication.

5.5.3. Aggressive, rude, or discriminatory behavior in any form.

5.6. If unacceptable behaviour occurs , we will;

5.6.1. Immediate correction and explanation of appropriate behavior.

5.6.2. Repeat offenders may be temporarily removed from online lessons or muted, followed by parental discussion.

5.6.3. Investigating the underlying causes of the behavior and providing necessary support.

6. Teacher's Responsibilities:

6.1. Educators are tasked with upholding the school's behavior expectations and code of conduct within their classroom, ensuring students act responsibly during lessons.

6.2. In cases of disruptive or anti-social behavior, teachers will address these issues with students, through online means.

6.3. Teachers are expected to apply the classroom behavior code uniformly and treat every student equitably.

6.4. Teachers will keep a record of any recurrent misbehavior during online classes, initially managing the situation themselves. This includes the ability to mute or remove a student from the online lesson, and engaging in discussions with parents to encourage better behavior and employ effective strategies.

6.5. Teachers will report repeated misbehavior to the Wellbeing Officer.

- 6.6. Educators are responsible for regularly updating parents on their child's progress, adhering to the school's policy. This also includes reaching out to parents regarding any concerns about a student's behavior or well-being.
 - 6.7. Abstain from making any racist, sexist, homophobic, or other offensive or demeaning remarks.
 - 6.8. Adhere strictly to the Staff Code of Conduct, which encompasses guidelines on acceptable use and digital behavior.
7. Student Expectations:
- 7.1. Ensure timely arrival for online lessons or classes, equipped with all necessary materials.
 - 7.2. Pay attention respectfully while the teacher provides instructions.
 - 7.3. Stay focused on the lesson, avoiding actions that might hinder others' learning.
 - 7.4. Execute given instructions quickly and precisely.
 - 7.5. Finish all assigned tasks and work.
 - 7.6. Embrace and embody the principles of Global Citizenship, treating everyone in the Eton Academy community with respect.
 - 7.7. Adhere to the teacher's guidance regarding movement within the classroom.
 - 7.8. Always interact with others considerately and respectfully.
 - 7.9. Refrain from any racist, sexist, or other offensive or demeaning comments.
 - 7.10. Fully abide by the Digital Safety Agreements.
8. Rewards Policy
9. At Eton Academy, we aim to praise our students regularly this could be in the form of;

- 9.1.1. Verbal praise
- 9.1.2. Utilising the 'house-point' system, give points to students for achievements, exceptional behaviour, good work etc.
- 9.1.3. Assemblies where we can highlight and celebrate students achievements to the whole school and parents

10. Strategies and Support

Outlined below are various strategies employed at our school to encourage desirable behavior, utilizing diverse resources:

- 10.1. Establishing small, attainable goals for students.
- 10.2. Implementing clear and age-appropriate behavior guidelines for each group, which are regularly reviewed and discussed to reinforce expected standards.
- 10.3. Promoting a positive self-concept and cultivating a sense of community within the online group.
- 10.4. Adopting a positive reward system (house point system) that focuses exclusively on commendable behavior, such as issuing certificates for positive attributes and organizing celebration assemblies
- 10.5. Recognizing and applauding good behavior observed in the classroom.
- 10.6. Providing referrals to Child and Adolescent Mental Health Services (CAMHS) and/or educational psychology services.
- 10.7. Facilitating referrals for family support and/or therapy to assist both the student and family in better understanding and managing behavior.

11. Our Disciplinary Actions

- 11.1. Teachers address minor disciplinary issues in a compassionate, supportive, and equitable manner, always considering the individual needs of the child. When students deviate from our school's acceptable behavior norms, they are counseled to understand the limits and expected behavior.

- 11.2. If a student's behavior raises concerns about their wellbeing or safety, staff will adhere to our Safeguarding and Child Protection Policy, consulting the Designated Safeguarding Lead (DSL) for guidance before imposing any disciplinary action. We also evaluate if ongoing disruptive behavior could stem from unmet educational or other needs, potentially initiating a multi-agency assessment.
 - 11.3. It is crucial that adults differentiate between the child and their behavior, expressing disapproval of the behavior, not the child. Corrections should be made privately to enable the child to start anew. Physical punishment is strictly prohibited and illegal, particularly irrelevant for an online school setting.
 - 11.4. Parents are involved early if behavior problems are persistent or recurring.
 - 11.5. Any disciplinary measure must be appropriate, considering the student's age, special educational needs or disabilities, and any religious requirements.
 - 11.6. For serious breaches such as physical aggression, property damage, theft, unauthorized departure from school premises, severe bullying (including online), verbal abuse, or persistent class disruption, the following steps are taken:
 - 11.6.1. A verbal warning from the Head of Department/Principal.
 - 11.6.2. Temporary removal from lessons for the day.
 - 11.6.3. Immediate parental contact.
 - 11.6.4. Parental meeting to develop a behavior monitoring plan with shared responsibility.
 - 11.6.5. Suspension (fixed-term exclusion) or Expulsion (permanent exclusion), as detailed in our Exclusion Policy.
 - 11.7. Generally, sanctions are applied in ascending order of severity. However, in cases of severe misbehavior, the Principal may bypass lower-level sanctions and opt for suspension or expulsion.
12. Suspension and Expulsion
- 12.1. The Principal has the right to suspend and expel students from the school. These actions will always align with our Exclusion Policy to ensure fairness and consistency.

13. Addressing Allegations Against Staff

- 13.1. We treat any allegations of abuse against staff with utmost seriousness, ensuring a balanced approach that protects the child and supports the staff member involved. All such allegations are handled as per our Safeguarding and Child Protection Policy and Procedure, with every effort made to maintain confidentiality during the investigation process.

14. Procedure for Handling Complaints

- 14.1. Concerns about the treatment of students or parents by any staff member should first be addressed informally with the Student Services Officer. Our Complaint Procedure, available on the school website, offers guidance for this process.
- 14.2. The Complaints Procedure underscores the value of resolving issues informally and swiftly. We encourage parents to share any concerns in this manner to aid in enhancing the educational experience at our school. If a complaint pertains to a student's exclusion due to behavioral issues, please refer to the Exclusion Policy.

15. Monitoring and Evaluation

16. The Wellbeing Officer is tasked with maintaining a log of behavioral incidents, including bullying, to monitor trends and responses.
17. The responsibility of implementing and periodically reviewing this policy for its effectiveness and impact lies with the Principal and Management Team.