



Esland North Limited - Exec

ED00120 - Promoting Positive Behaviour



Introduction

This policy has been written with regard to the non-statutory advice: Behaviour in Schools – Advice for headteachers and school staff (2024).

This policy should be read in conjunction with the school's safeguarding, internet acceptable use, whistleblowing and staff code of conduct policies.

At Esland Online School, we aim for the development of the whole pupil encompassing all learning, including the acquisition of skills, building relationships with others, developing knowledge, and making progress through a variety of activities. These learning activities can be in the more formal setting of the virtual classroom but should also be promoted in the more informal settings out of the classroom. Learning to socialise, co-operate, negotiate, and collaborate are key skills that young people will need to adopt in order to become good citizens and take their place in society as young adults. The school also seeks to actively promote good values such as tolerance, the rule of law, individual liberty and democracy (FBV).

We understand our duties under the Equality Act (2010) including issues related to pupils with SEND and how we make reasonable adjustments.

At Esland Online School, we endeavour to provide opportunities for pupil growth and development in the above areas, both in and out of the classroom. Personal, Social and Health Education alongside Social, Moral Spiritual and Cultural opportunities provide the backbone of the curriculum and materials are used to empower young people and develop a local and global sense of identity and responsibility.

At Esland Online School, we are committed to fostering a culture of high expectations and mutual respect among both students and staff. We believe that setting clear standards for behaviour directly influences academic and personal success.

We aim to create an inclusive and supportive environment where pupils—especially those who may have faced exclusion, bullying, or misunderstanding in previous educational settings—can experience a fresh start. Our online school is designed to be a safe, welcoming space, free from disruptive or harmful behaviours.

To nurture this positive culture, we set ambitious standards for conduct that align with our values of creativity, safety, and excellence. We understand that just as we teach academic content, we must also actively teach and model the behaviours we expect. Staff and pupils alike are expected to uphold these standards consistently, and we provide the necessary guidance, interventions, and boundaries to support everyone in meeting them.

At Esland Online School, we recognise that many of our pupils join us with complex educational histories, often shaped by trauma, exclusion, or unmet needs. We understand that behaviour is a form of communication, and we take a holistic, team-based approach to interpreting and responding to it. Every professional involved—whether part of our internal team or external multidisciplinary partners—shares responsibility for supporting each pupil's journey toward meaningful engagement with learning and personal growth.

To help pupils gain the most from their education, we focus on developing their self-awareness and emotional literacy. This includes helping them reflect on their behaviour, understand the underlying causes, and learn how to seek support

when needed. Our behaviour framework is embedded across all aspects of the school and relies on consistent application by staff, students, families, and carers.

We approach behaviour with empathy and insight, recognising that it often signals unmet emotional, sensory, or physical needs—such as anxiety, hunger, or exhaustion. Pupils are never defined by their behaviour; instead, we seek to understand and support them through positive relationships and tailored interventions.

Many of our learners are neurodiverse, and what may appear as poor behaviour can often be an expression of distress or confusion. Building strong, trusting relationships is central to our practice, but we also prepare pupils for adulthood by helping them develop more effective ways to communicate and regulate their emotions. Through this, they become more resilient, adaptable, and independent.

We maintain high expectations for behaviour, knowing that clear and consistent standards help shape positive outcomes. While some pupils may take time to meet these expectations, we support them every step of the way through relational practice and behaviour coaching.

Our therapeutic approach is grounded in unconditional positive regard—we accept and support pupils regardless of their behaviour, ensuring they feel valued and safe. We believe that learning happens best when pupils feel secure enough to take risks, face challenges, and grow.

Training

As our schools are a trauma informed setting, all staff are trained in several areas of SEN and disability - such as autism spectrum diagnosis, ADHD and attachment theory plus areas of therapeutic parenting and prevention, protection and restoration techniques including PACE, ACES, Zones of regulation and mindfulness.

All staff also receive training in first aid and Behaviour Support and how to use this training to positively manage behaviour at the school. Staff are also routinely made aware of the contents of this policy and its aims and objectives in helping young people to manage their behaviour and to receive the best support from staff to achieve this.

Promoting Behaviour for Learning in the Virtual Classroom

At Esland Online School, we understand that pupils learn best when they feel emotionally safe and supported. A secure and respectful online environment encourages pupils to take academic risks, engage with challenges, and grow in confidence.

The virtual classroom sends powerful messages about how much pupils and their efforts are valued. Strong, respectful relationships between staff and pupils, alongside clear strategies for promoting positive behaviour, are essential to creating a space where learning can flourish.

We believe that a well-structured curriculum, tailored to individual needs, plays a vital role in supporting good behaviour. When pupils are actively involved in their learning and receive meaningful feedback, they are less likely to feel disconnected or disengaged—factors that often contribute to behavioural difficulties.

Key Principles of Effective Online Classroom Management

Understanding Individual Needs

Staff must be familiar with the unique profile of each pupil, including:

- Personalised learning plans and pathways
- Home circumstances
- Academic strengths and areas for development
- EHCPs and medical considerations
- Peer relationships and social dynamics
- Behavioural patterns and known triggers
- Behaviour support plans and agreements
- Relevant aspects of care plans for looked-after pupils
- Individual reward systems
- Any leadership roles held by the pupil

Thoughtful Planning

Lessons should be carefully prepared with clear objectives, differentiation, and progression. Planning should be responsive and flexible, allowing for adjustments based on pupil engagement and emerging opportunities during the lesson. Staff

should collaborate daily to review and refine lesson plans.

Varied and Engaging Strategies

Pupils often benefit from short, focused tasks that allow for visible progress. Once engaged, it's important to minimise interruptions and support task completion. Lessons should offer multiple pathways to achieve learning goals and include contingency plans to redirect attention and prevent behavioural escalation.

Calm and Consistent Boundaries

It's natural for pupils to test limits. Staff must respond with calm, non-judgemental consistency, maintaining a positive tone and clear expectations. This requires emotional awareness and self-regulation from all adults in the virtual classroom.

Behaviour Management Systems

Encouraging Positive Behaviour Through Praise and Recognition

At Esland Online School, we believe that recognising and celebrating positive behaviour is key to helping pupils make good choices and feel motivated to succeed. Timely praise and meaningful rewards play a vital role in reinforcing appropriate behaviour, especially for learners who may find it difficult to regulate their emotions or actions.

Research and experience show that children and young people thrive in environments where positivity is consistent and genuine. That's why we prioritise creating a supportive atmosphere where praise is not only frequent but also specific—clearly linked to the behaviour or achievement being recognised. This helps pupils understand what they've done well and encourages them to repeat those actions.

Positive Conversations as Rewards

One of the most powerful forms of reward is a positive conversation. These moments of connection between staff and pupils—and often extended to parents or carers—help build trust and reinforce the value of good behaviour. They also provide opportunities to reflect, celebrate progress, and strengthen relationships.

At Esland, we see praise not just as a tool for behaviour management, but as a way to nurture self-esteem, resilience, and a sense of belonging. Every interaction is an opportunity to guide, support, and inspire.

Exceptional Behaviour and Attitude

Positive behaviour is recognised daily through verbal praise, celebration of effort, communication with families, recognition in assemblies and personalised rewards where appropriate.

Star Points

Star points are given to pupils to recognise when they have been demonstrating our core values - Bold, Fun, Kind, Curious. These are given out during tutorial time, assembly and during lessons.

There is no limit to the amount of Star points that a pupil can earn in a day.

All Star points are shared with parents/carers, teachers and the Headteacher and celebrated during our weekly assembly.

Attendance rewards

All pupils who have attended 100% that week receive an Attendance certificate. Pupils who achieve 100% attendance for the half term, receive a £10 voucher alongside their Attendance certificate.

Headteacher award

This takes place during the last assembly of the term and is awarded for the Pupil of the Term. Pupils receive a printed certificate, £10 voucher and a gift bag.

Reflection

When a pupil experiences a minor or isolated behavioural incident during an online session, it is important to follow up with a reflective conversation. This discussion may take place shortly after the event—once the pupil is calm and regulated—or be postponed until the following day if that allows for a more constructive dialogue.

The purpose of this conversation is to help the pupil explore what happened, who was involved, how they felt at the time, what actions they took, and how they feel now. It also provides an opportunity to consider what steps can be taken to repair any harm and move forward positively.

Staff should be mindful of the pupil's language abilities and emotional readiness. Questions should be simple and supportive, avoiding complex or abstract phrasing such as "why," which can be difficult for some pupils to process. The focus is on understanding, growth, and restoring relationships—not assigning blame.

Relational and Therapeutic Responses

At Esland Online School, staff seek to understand the function and underlying causes of behaviour before considering consequences. Responses will be proportionate, relational and focused on helping pupils develop the skills needed to regulate emotions, repair relationships and engage successfully with learning.

When responding to behaviour, staff will consider:

- Developmental stage and age
- SEND needs and EHCP provision
- Neurodiversity
- Trauma history and adverse childhood experiences
- Individual circumstances
- Known triggers and support strategies

Behaviour support is centred on helping pupils develop self-regulation, emotional literacy, problem-solving skills and positive relationships.

Scope for Unacceptable Behaviour

Many pupils bring with them a range of behavioural issues connected with previous education experiences and social circumstances. Sometimes settling into school takes time and the behaviour of the pupil falls below what is expected within a school environment. There may be significant attachment issues that prevent progress from being made. In this case a slow, phased integration lesson-by-lesson and close working with the parents/carers and therapeutic team is required, based on a shared knowledge of the pupil's behaviour. Progress will be carefully monitored as relationships are established. The school aims to enhance stability and to provide support through individual strategies including adaptations to the timetable to help build positive engagement.

Esland Online School has developed a clear set of school expectations that guide behaviour and support learning across our virtual environment: Ready to Learn, Kind, and Secure, which are discussed with pupils during induction and regularly referenced by the staff team.

Ready to Learn

We support all pupils in being mentally and emotionally prepared to engage with learning. For many, becoming "ready" is a gradual process, and we recognise that readiness may look different from one moment to the next. Staff provide clear, consistent guidance to help pupils understand what being ready means and how they can achieve it—whether that's being logged in on time, having the right mindset, or being open to trying something new.

Kind

Kindness is a cornerstone of our school culture. We expect all pupils and staff to treat one another with respect and compassion. This includes promoting prosocial behaviours, addressing any unkind or disruptive actions, and helping pupils understand the difference between liking someone and treating them well. We also encourage pupils to show kindness to themselves—through self-care, positive self-talk, and recognising their own progress.

Secure

Safety is essential in everything we do. Pupils and staff are expected to behave in ways that protect themselves and others, both emotionally and physically. This includes avoiding behaviours that could cause harm, create distress, or leave someone feeling vulnerable. In our online setting, safety also means using technology responsibly and maintaining respectful communication.

They are embedded in our teaching, interactions, and behaviour support strategies, helping pupils understand what is expected and empowering them to meet those expectations.

Serious Incident

These are to be recorded on Management Information System (BromCom and/or CPOMS) using the 'Behaviour Incident Slip'.

If a serious offence (such as violence, aggression, or a criminal offence in learning times/in a physical setting) occurs, a pupil can be internally or externally excluded **as a last resort for a fixed period of time**.

The length of exclusion depends on the seriousness of the offence and the risk posed to other pupils. An exclusion can start from an afternoon for a one-off offence that does not require police involvement, to a fixed term exclusion of multiple days.

During any period of suspension, alternative learning arrangements will be considered to ensure continued access to education where appropriate. This may include independent learning tasks, therapeutic support, welfare check-ins or a temporary adjustment to the pupil's timetable. The focus will be on supporting a successful reintegration into learning. The option of exclusion will only be taken in exceptional circumstances.

Should this exclusion option be taken, the Headteacher will discuss the reasons for the exclusion and make clear the proposed transition plan to enable the pupil to return to school.

If applicable, social workers will be informed at the point of an incident via an immediate telephone call/email. Once complete the social worker and parents/carers will receive an approved copy of the incident or Physical Intervention via email from our Management Information System/school.

Consultation with a pupil's parent or carer must be undertaken to establish any reasons outside school which may have adversely affected the behaviour of the pupil and to establish whether alternative action should be taken to support the pupil.

The following are examples where exclusion may be used, but the decision must take account of the context and any earlier decisions on exclusion:

- Violence or intimidation towards staff and/or other young people including bullying.
- Serious vandalism.
- Sexual or racial harassment (including electronic communications).
- Possession of, abusing or supplying drugs, alcohol or solvents.
- Stealing.
- Carrying offensive weapons.
- Placing themselves in danger.
- Persistent disengagement that impacts the good order of the school.
- Serious breach of online safety

A decision must not be made until the Headteacher is in possession of all the relevant information and the pupil's involvement in the incident is clearly established. The exception to this being where there is an immediate safety risk to the pupil, other pupils or staff. Permanent exclusion will occur if there is persistent repetition of a serious offence.

At all times staff must have/show:

- Consistency.
- High expectations.
- Respect to individual needs. Empower the pupils.
- Verbal encouragement. Use positive language.
- Use of the reward system.

In addition, staff must also:

- Record all incidents on our Management Information System
- Take part in Restorative Justice practice to encourage reflection. Record catch ups for any missed work.
- Allow for quick reintegration.

Reintegration following suspension

Prior to a pupil returning to their usual learning programme following a suspension, the Headteacher will consider any support measures required to promote a successful reintegration. This may include amendments to learning

arrangements, increased pastoral support, timetable adjustments, additional adult check-ins, risk management measures or updated behaviour support plans. A reintegration meeting will be held with the pupil and, where appropriate, their parent/carer to agree expectations and support arrangements moving forward.

Reporting of serious events

It is important that records of any serious incidents that occur in school resulting in a fixed-term exclusion are recorded on our Management Information System. These incidents are reported weekly as part of the Key Performance Indicators report produced by the Headteacher to the Chief Operating Officer (COO), the Director of Education and the Quality Assurance Officer as part of their organisational responsibilities.

A letter notifying the parent or carer of an exclusion will also be written by the Headteacher or Deputy Headteacher detailing the reasons for the exclusion (and evidence where appropriate/allowed within confidentiality and legal bounds), the response required from the pupil (if any), a time- frame for re-inclusion and any stipulations attached to the return to education. In all cases, where applicable, a letter will also be sent to the pupil's social worker.

Police Involvement and Safety Protocols

In the event of a serious health and safety concern or an immediate threat, the Headteacher must be informed without delay. If parents or carers are present during the online session, they should be notified immediately. Where necessary, staff must call 999 to report the incident, and the staff member who witnessed the event must record it as soon as possible. Any incident considered notifiable must also be reported to the School Proprietor.

If a pupil's actions are illegal but do not pose an immediate danger (e.g., drug use), staff should contact the police via the non-emergency number 101. In such cases, the local police should be informed rather than emergency services.

Prohibited Content, Materials and Conduct

Although pupils attend Esland Online School virtually, certain items and behaviours are strictly prohibited during online sessions to maintain a safe, respectful, and focused learning environment.

Prohibited Items (as defined by law):

Weapons (e.g., knives, blades, firearms)

Items that could be used as weapons (e.g., tools)

Illegal drugs or drug-related paraphernalia

Alcohol

Tobacco products, including cigarettes, lighters, and matches

Vapes or e-cigarettes

Pornographic content or images

Clothing, symbols, or colours associated with gang affiliation

If any banned items are brought into the online learning space, tutors will work with the pupil to reinforce expectations. If necessary, the issue will be escalated to the Senior Leadership Team (SLT), who will liaise with parents or carers to support the pupil in accessing learning appropriately.

Responding to Serious Incidents

If a pornographic image is discovered, staff must follow the Esland Online Safety and Safeguarding Policy, informing the Designated Safeguarding Lead (DSL) and SLT immediately.

For incidents involving alcohol, tobacco, cigarette papers, or fireworks, SLT and families/carers must be contacted to ensure pupil safety.

If a pupil is found with weapons or illegal drugs, the police must be contacted without delay. Any item used—or likely to be used—to commit an offence or cause harm must also be reported to the police.

Adult responses to behaviours of concern

Where appropriate, restorative, educational and protective consequences may be implemented following behaviour of concern. Esland Online School follows a behaviour matrix that outlines the behaviours of concern and possible adult responses, and it is imperative that any sanction imposed must be appropriate to the behaviour. (see Appendix 1) In all cases:

- sanctions must be recorded.
- discussed with the pupil's care team and/or parents/carers. appropriate to the reason for applying the sanction.

- not unnecessarily severe.
- understood by the pupil.

If any of these cannot be fulfilled, a full discussion must follow involving the Headteacher.

Retention of rights

In addition to the above action, all staff and young people retain the right, without prejudice, to notify the children's services, the LADO or police authorities following incidents of assault, theft or vandalism to their personal property by another person. (See safeguarding and whistle-blowing policies).

Where required, Individual Behaviour Support Plans will be developed collaboratively with pupils, families and professionals and reviewed regularly to ensure strategies remain effective and appropriate.

Any behaviour issues identified through this process, and which are of concern to staff, will be fully considered by members of the SLT in order to ensure that the right approaches are established to assist individual pupils.

Appendix 1 Behaviour Matrix

Level	Examples of Behaviour	Possible Underlying Need	Adult Response	Follow-Up Actions
Green Positive	Engaging in lessons, contributing positively, showing kindness, attending sessions, demonstrating school values, persevering with learning	Feeling safe, regulated and engaged	Specific praise, Star Points, recognition in assembly, positive communication home, celebration of success	Continue encouragement and reinforcement of positive behaviours
Amber	Arriving late, refusing camera use where previously agreed, off-task behaviour, inappropriate language, low-level disruption in chat, avoiding participation, leaving a lesson without explanation	Anxiety, uncertainty, low confidence, sensory overload, fatigue, difficulty with task demand	Calm reminder of expectations, curiosity-based conversation, offer support, adjust task or approach, use agreed strategies	Record if appropriate, communicate with tutor, monitor patterns, discuss in tutorial if required
Amber Repeated Behaviour of Concern	Frequent lesson avoidance, repeated inappropriate language, regular disruption, disengagement impacting learning, refusal to follow reasonable instructions	Escalating anxiety, unmet need, relationship difficulties, emotional dysregulation	Restorative conversation, review support plan, contact parents/carers, increased pastoral support	Record on BromCom/CPOMS, review support strategies, multi-agency discussion if required
Red Significant Behaviour	Bullying, discriminatory language, threatening behaviour, serious online safety concerns, sharing	Significant emotional distress, dysregulation, poor decision-making, safeguarding concern	Immediate intervention, removal from session if necessary, notify SLT, ensure safety of all participants	Detailed recording, parental contact, restorative process, review behavioural support plan

	inappropriate content, deliberate disruption that significantly impacts others			
Red Serious Incident	Serious harassment, possession/showing of weapons, illegal drugs, credible threats, serious safeguarding concerns, criminal behaviour, repeated serious breaches of online safety	High level risk requiring immediate intervention	Immediate SLT involvement, safeguarding procedures followed, risk assessment completed	Possible suspension from live learning sessions, alternative educational arrangements, multi-agency review, reintegration plan
Exceptional Circumstances	Repeated serious incidents or behaviours creating ongoing significant risk to others or preventing safe education	Complex and persistent needs requiring alternative planning	Headteacher review and consultation with relevant professionals and commissioning bodies	Suspension or permanent exclusion considered only as a last resort and in accordance with statutory guidance

Additional Principles

All responses should:

- Be proportionate to the behaviour and circumstances.
- Take account of SEND, EHCPs, identified disabilities and reasonable adjustments.
- Consider trauma history, neurodiversity and known triggers.
- Focus on restoration, repair and learning.
- Preserve the dignity of the pupil.
- Be recorded in line with school procedures where required.
- Involve parents/carers and relevant professionals when appropriate.
- Promote reintegration and continued engagement with education wherever possible.

Possible Restorative Questions

For staff to use following incidents:

- What happened?
- What were you thinking at the time?
- How were you feeling?
- Who has been affected?
- What needs to happen now?
- How can we help this go better next time?