

ETON ACADEMY

Behaviour and Exclusion Policy

Version 3

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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.
- 1.4. This policy is written in line with our duties under the Equality Act 2010 and takes account of our responsibility to make reasonable adjustments for pupils with disabilities and SEN. We ensure no group of pupils is unfairly impacted and regularly monitor behaviour records to ensure this.

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 behaviour 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 misbehaviour during online lessons and for inappropriate conduct outside these lessons, such as through school communication channels. Eton Academy establishes and upholds the standard of behaviour expected from all students. This includes setting the behavioural standards, school rules, sanctions for rule violations, and rewards for positive behaviour. Our measures are designed to foster good behaviour, self-discipline, respect, academic diligence, and appropriate conduct.
- 2.3. This policy also addresses our approach to managing bullying behaviour 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 and Equality and Diversity 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 behaviour be deemed criminal or a serious threat to the public, the Education Team will report it to the appropriate police authority. If misbehaviour 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. This can be requested from the wellbeing officer at wellbeing@eton-academy.net

3. Scope

- 3.1. Maintaining good behaviour 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 behaviour, 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 behaviour, thereby providing students with a conducive learning environment.
- 3.3. Inline 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 behaviour.
- 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, behavioural, 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. Utilise 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 utilising resources such as the Common Assessment Framework, early help services, and consultations with medical professionals from Child and Adolescent Mental Health Services (CAMHS), voluntary organisations, 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 behaviour. 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 organisations 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, prioritising the overall health and wellbeing of our students. This approach is characterised by clear goals, strategic planning, action, and continuous review to ensure the effective achievement of our wellness objectives.

- 4.6. Persistent disruptive or reserved behaviour 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 behaviour. 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 behaviour or wellbeing.
- 4.8. We firmly believe that the quality of learning, teaching, and behaviour 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.

5. School Principles

- 5.1. **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.
- 5.2. **Recognition and Consistency in Behaviour Management:** We believe in acknowledging and rewarding good behaviour. Equally important is the consistent application of sanctions for unacceptable behaviours, such as bullying and violence, ensuring fairness and clarity in our approach.
- 5.3. **Proactive Measures to Prevent Poor Behaviour:** Our strategy includes taking proactive steps to minimise the occurrence of poor behaviour (see appendix 1). This involves special attention to vulnerable student groups, such as those with special educational needs, to prevent a disproportionate number of behaviour issues.
- 5.4. **Support for Students Facing Challenges:** We recognize that life events such as bereavement, abuse, or parental divorce or separation can impact a student's behaviour and attendance. Identifying and supporting students during these challenging times is a priority.
- 5.5. **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.

- 5.6. 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.
 - 5.7. Modelling and Promoting Positive Behaviour: Staff members play a vital role in modelling positive behaviour. We are committed to actively promoting and developing our students' social, emotional, and behavioural skills.
 - 5.8. 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.
6. Zero Tolerance for Discrimination, Bullying, and Harassment
- 6.1. Eton Academy operates a zero tolerance approach to all forms of discrimination, bullying, and harassment. This includes any behaviour targeting individuals or groups based on Protected Characteristics as outlined in the Equality Act 2010—namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
 - 6.2. Any such behaviour is considered a serious breach of our Behaviour Policy and may result in immediate disciplinary action, including exclusion. All incidents are investigated promptly, with support provided to all affected individuals and records maintained in accordance with safeguarding and equality legislation.
 - 6.3. We recognise that children can abuse other children (child-on-child abuse). All staff are trained to identify and respond to such incidents in line with our Safeguarding and Child Protection Policy. This includes online bullying, verbal abuse, and exploitation.
7. Procedures and Responsibilities
- 7.1. Behaviour encompasses our actions and reactions in various situations. Our goal is for all children to exhibit socially acceptable behaviour.
 - 7.2. Teachers hold the authority to discipline students for misbehaviour occurring in our online school environment.
 - 7.3. Expectations for Socially Acceptable Behaviour
 - 7.4. Children should:

7.4.1. Treat peers and adults with respect.

7.4.2. Communicate politely.

7.4.3. Develop self-confidence and high self-esteem.

7.5. In response to this, staff will;

7.5.1. Respect all individuals in the school community.

7.5.2. Communicate politely and praise children's efforts and achievements.

7.5.3. Provide guidance on correct behaviour and inform parents about their child's progress.

7.5.4. Refrain from using critical or sarcastic language.

7.6. Unacceptable behaviours includes;

7.6.1. Use of unkind or rude language.

7.6.2. Offensive digital communication.

7.6.3. Aggressive, rude, or discriminatory behaviour in any form.

7.7. If unacceptable behaviour occurs , we will;

7.7.1. Immediate correction and explanation of appropriate behaviour.

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

7.7.3. Sanction points may be given in accordance with our Sanction Policy (see appendix 1).

7.7.4. Investigating the underlying causes of the behaviour and providing necessary support.

8. Teacher's Responsibilities:

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

- 8.2. In cases of disruptive or antisocial behaviour, teachers will address these issues with students, through online means.
 - 8.3. Teachers are expected to apply the classroom behaviour code uniformly and treat every student equitably.
 - 8.4. Teachers will keep a record of any recurrent misbehaviour during online classes, initially managing the situation themselves. This includes giving out 'Sanction Points' (appendix 1), the ability to mute or remove a student from the online lesson, and engaging in discussions with parents to encourage better behaviour and employ effective strategies.
 - 8.5. Teachers will report repeated misbehaviour to the Senior Leadership Team.
 - 8.6. 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 behaviour or well-being.
 - 8.7. Abstain from making any racist, sexist, homophobic, or other offensive or demeaning remarks.
 - 8.8. Adhere strictly to the Staff Code of Conduct, which encompasses guidelines on acceptable use and digital behaviour.
 - 8.9. All staff, including new starters, receive induction on behaviour expectations and our sanctions/rewards system. Ongoing CPD is provided on behaviour management and dealing with complex needs. Staff are encouraged to seek support from the Wellbeing Officer and the SLT for behavioural concerns.
9. Student Expectations:
- 9.1. Ensure timely arrival for online lessons or classes, equipped with all necessary materials.
 - 9.2. Pay attention respectfully while the teacher provides instructions.
 - 9.3. Stay focused on the lesson, avoiding actions that might hinder others' learning.
 - 9.4. Execute given instructions quickly and precisely.
 - 9.5. Finish all assigned tasks and work.

9.6. Embrace and embody the principles of Global Citizenship, treating everyone in the Eton Academy community with respect.

9.7. Always interact with others considerately and respectfully.

9.8. Refrain from any racist, sexist, or other offensive or demeaning comments.

9.9. Fully abide by the Digital Safety Agreements.

10. Rewards Policy

10.1. At Eton Academy, we aim to praise our students regularly this could be in the form of;

10.2. Verbal praise

10.3. Utilising the 'house-point' system, give points to students for achievements, exceptional behaviour, good work etc.

10.4. Assemblies where we can highlight and celebrate students achievements to the whole school and parents

11. Strategies and Support.

11.1. Outlined below are various strategies employed at our school to encourage desirable behaviour, utilising diverse resources:

11.1.1. Establishing small, attainable goals for students.

11.1.2. Implementing clear and age-appropriate behaviour guidelines for each group, which are regularly reviewed and discussed to reinforce expected standards.

11.1.3. Promoting a positive self-concept and cultivating a sense of community within the online group.

11.1.4. Adopting a positive reward system (house point system) that focuses exclusively on commendable behaviour, such as issuing certificates for positive attributes and organising celebration assemblies

11.1.5. Recognizing and applauding good behaviour observed in the classroom.

- 11.1.6. Providing referrals to Child and Adolescent Mental Health Services (CAMHS) and/or educational psychology services.
- 11.1.7. Facilitating referrals for family support and/or therapy to assist both the student and family in better understanding and managing behaviour.

12. Our Disciplinary Actions

- 12.1. 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 behaviour norms, they are counselled to understand the limits and expected behaviour.
- 12.2. If a student's behaviour 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 behaviour could stem from unmet educational or other needs, potentially initiating a multi-agency assessment.
- 12.3. It is crucial that adults differentiate between the child and their behaviour, expressing disapproval of the behaviour, 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.
- 12.4. Parents are involved early if behaviour problems are persistent or recurring.
- 12.5. Any disciplinary measure must be appropriate, considering the student's age, special educational needs or disabilities, and any religious requirements.
- 12.6. For serious breaches such as physical aggression, property damage, theft, unauthorised departure from school premises, severe bullying (including online), verbal abuse, or persistent class disruption, the following steps are taken:
 - 12.6.1. A verbal warning from the Head of Department/Principal.
 - 12.6.2. Temporary removal from lessons for the day.
 - 12.6.3. Immediate parental contact.
 - 12.6.4. Parental meeting to develop a behaviour monitoring plan with shared responsibility.

12.6.5. Suspension (fixed-term exclusion) or Expulsion (permanent exclusion), as detailed in our Exclusion Policy.

12.6.6. Generally, sanctions are applied in ascending order of severity. However, in cases of severe misbehaviour, the Principal may bypass lower-level sanctions and opt for suspension or expulsion.

13. Handling of Exclusions

Decision-Making Process

13.1. Assessment: Before initiating an exclusion, a thorough assessment of the incident and the student's behaviour is conducted. This includes reviewing the circumstances leading to the behaviour, any prior incidents, and the student's overall conduct.

13.2. Consultation: The Principal, in consultation with the Wellbeing Officer and relevant staff members, evaluates whether the behaviour breaches our standards and if exclusion is warranted. All relevant information, including the student's educational needs and any special circumstances, is considered.

13.3. Parental Involvement: Parents or guardians are notified immediately and involved in discussions about the exclusion. A formal meeting is scheduled to discuss the reasons for the exclusion, its duration, and any steps required for the student's return to school.

Types of Exclusion:

13.4. Fixed-Term Exclusion: This temporary measure is applied for serious breaches of behaviour. The duration is determined based on the severity of the incident and the need for reflection and behavioural correction.

13.5. Permanent Exclusion: This measure is considered a last resort for severe, persistent misbehaviour that poses a significant risk to the safety and well-being of others. Permanent exclusion is implemented only when all other interventions have failed and follow a comprehensive review process.

Reintegration and Support:

13.6. Reintegration Plan: A detailed reintegration plan is developed for students returning from exclusion. This plan includes support strategies to address the issues that led to the exclusion and to facilitate a successful reintegration into the school environment.

- 13.7. Ongoing Support: Ongoing support is provided to the student and their family, including counselling and behavioural support, to ensure a positive transition back to school and to prevent future incidents.

Appeals Process

- 13.8. Right to Appeal: Parents or guardians have the right to appeal against an exclusion decision. An appeals process is in place to review the decision impartially and address any concerns raised by the family
- 13.9. Review: The appeal is reviewed by a panel comprising members of the school leadership team who were not involved in the original decision. The panel considers the appeal and makes a final decision.

Addressing Allegations Against Staff

- 13.10. 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.
- 13.11. Procedure for Handling Complaints
- 13.12. 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.
- 13.13. 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 behavioural issues, please refer to the Exclusion Policy.

14. Monitoring and Evaluation

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

Policy Approved and signed by



Dr Gabrielle Hargreaves
Principal
02/07/25

Appendix 1 - Sanctions Point System

Objective:

The purpose of this sanctions system is to address and monitor student behaviour in a fair, consistent, and transparent manner. It aims to keep students accountable, inform parents about behaviour concerns, and create a positive, respectful online school environment.

Part A: Secondary School Sanctions System (Grades 7-11)

The secondary system is a points-based structure divided into three levels of severity: **Mild**, **Mildly Serious**, and **Very Serious**. Each level reflects the nature of the behaviour, with different responses and communication protocols to ensure parents remain informed when necessary.

Before a sanction is imposed, verbal warnings will be given to students.

Levels of Sanctions:

1. **Level 1: Mild (1 point)**

- Minor disruptions, repeated lateness to class, incomplete homework, repeatedly not responding to the teacher, no working camera or microphone, not completing classwork, leaving class early without being dismissed, camera at wrong angle, lack of effort in classwork/homework

2. **Level 2: Mildly Serious (2 points)**

- Disrespectful language, disruptive behaviour that impacts others, defying teachers, repeated incomplete homework/classwork

3. **Level 3: Very Serious (3 points)**

- Bullying, inappropriate language, harmful behaviour, intentional disruption of classes, harassment, cheating.

Parent Notification:

Parents are notified if a student occurs 5 points in total or 1 'very serious' point. An urgent meeting is arranged with the student, parent, and administration.

If behaviour persists, a **formal disciplinary action** may be considered, including suspension or expulsion from the program.

Part B: Primary School Sanctions System (Visual Model) (Grades 3-6)

Overview:

For primary students, a simpler, visual system is more effective. This model helps younger children understand behaviour expectations and encourages improvement in a straightforward way.

Levels of Sanctions:

1. Yellow Light: Warning Level (1 point)

- Minor disruptions, repeated lateness to class, incomplete homework, repeatedly not responding to the teacher, no working camera or microphone, not completing classwork, leaving class early without being dismissed, camera at wrong angle, lack of effort in classwork/homework

2. Amber Light: Mildly Serious (2 points)

- Disrespectful language, disruptive behaviour that impacts others, defying teachers, repeated incomplete homework/classwork

3. Red Light: Serious Level (3 points)

- Bullying, inappropriate language, harmful behaviour, intentional disruption of classes, harassment, cheating.

Parent Notification:

Parents are notified if a student accrues 5 yellow or amber lights in total or 1 red light. An urgent meeting is arranged with the student, parent, and administration.

If behaviour persists, a **formal disciplinary action** may be considered, including suspension or expulsion from the program.

Points Reset System:

To promote positive behaviour change, points reset at the start of each term, encouraging students to start fresh and improve their conduct.