



EDClass Behaviour Policy

POL065

Issue number 2

Approved by Sam Warnes

Our Approach and Values

At EDClass, we are committed to treating every learner with dignity and unconditional regard. We recognise that many children accessing our platform are vulnerable, may have Special Educational Needs and Disabilities (SEND), or may have experienced Adverse Childhood Experiences (ACEs) that manifest as dysregulated or challenging behaviour.

EDClass adopts a restorative approach to behaviour management. We place physical and emotional safety, transparent boundaries, and supportive relationships at the centre of everything we do.

Our trauma-informed model is reinforced through targeted one-to-one delivery that enables learners to:

- ✓ Learn within a secure, structured virtual environment where they can progress academically and emotionally.
- ✓ Build trusting, regulated relationships with qualified teachers and our wellbeing/safeguarding team.
- ✓ Develop cognitive resilience, emotional coaching tools, and intellectual curiosity.
- ✓ Engage in restorative conversations that resolve barriers rather than defaulting purely to punitive measures.

Teaching and Relational Values:

- ✓ Every learner has an intrinsic right to learn, achieve, and feel secure in their educational environment.
- ✓ Education serves as an active vehicle for personal growth, social equity, and emotional rehabilitation.
- ✓ Practitioners uphold unconditional positive regard while maintaining unwavering professional boundaries.
- ✓ Staff proactively identify and accommodate individual learning barriers and SEND accommodations.

Mandatory Learner Expectations (Statutory MUSTs)

Because EDClass operates as a DfE-accredited online school and alternative provision, our behaviour expectations mirror those of a compliant physical classroom. To satisfy statutory child protection, identity auditing, and educational delivery standards, **learners MUST adhere to the following mandatory requirements:**

- ✓ **MUST Enable Cameras for Line-of-Sight Safeguarding:** Learners **must** keep their webcams active, unobstructed, and positioned on their face/upper torso throughout every live session. Camera activation is a mandatory statutory mechanism under DfE OEAS Category 2 and KCSIE to confirm safety, verify identity, monitor wellbeing, and establish authorised attendance.
- ✓ **MUST Keep Mobile Phones and Smart Devices Switched Off and Out of Reach:** In accordance with DfE statutory guidance (Mobile Phones in Schools) and the

Children's Wellbeing and Schools Act 2026, personal smartphones, smartwatches, and secondary recording devices **must** be turned off and placed out of physical reach. Unauthorised filming, photographing, or screenshotting is strictly illegal under child protection and data privacy legislation.

- ✓ **MUST Attend Ready to Learn in Appropriate Attire:** Learners **must** be fully dressed in neutral, non-revealing clothing (e.g., standard school uniform or fully covered casual wear) in an upright seated posture. Lying in bed or appearing partially clothed is strictly prohibited under professional remote boundary standards.
- ✓ **MUST Work from an Approved, Neutral Environment:** Learners **must** join sessions from a quiet, safe, and dedicated room (never a bedroom where possible), utilising blurred or neutral backgrounds to protect domestic privacy under Article 8 of the Human Rights Act 1998.
- ✓ **MUST Maintain Respectful, Non-Threatening Communication:** Learners **must** use respectful, constructive language at all times across live audio and text channels. Swearing, harassment, aggression, verbal abuse, sexualised remarks, or discriminatory commentary will result in immediate intervention.
- ✓ **MUST Permit Identity and Environment Auditing:** Learners **must** verify their identity upon request and explain any unverified, off-screen third parties present in the physical room to maintain audit integrity under the Education (Independent School Standards) Regulations 2014.
- ✓ **MUST Engage Authentically with Chat and Alert Systems:** Learners **must** use the chat and emergency alert features responsibly. Intentionally misleading staff, impersonating others, or fabricating safeguarding crises will be escalated immediately to the commissioning school, local authority, and statutory agencies.
- ✓ **MUST Uphold Fundamental British Values:** Learners **must** show tolerance, mutual respect, and regard for individual liberty, democracy, and the rule of law. Personal beliefs must never be expressed in ways that exploit vulnerabilities or promote extremist ideologies (under the Prevent Duty).

Definition of Negative and Non-Compliant Behaviours

Negative behaviour is categorised into low-level disengagement, statutory safeguarding breaches, and critical safety violations. Any occurrence triggers immediate restorative or statutory intervention:

- ✓ Refusal or failure to enable webcams / obstructing the camera feed.
- ✓ Unauthorised possession or visible use of mobile phones / smart devices.
- ✓ Working from bed or an inappropriate domestic setting.
- ✓ Inappropriate attire, unreadiness to learn, or partial nudity / indecent exposure.
- ✓ Refusal to engage with timetabled lessons, tasks, or instructional staff.
- ✓ Disruptive verbal or written language, swearing, insulting, or abusive remarks.
- ✓ Aggressive, threatening, violent, or coercive behaviours toward peers or staff.
- ✓ Child-on-child abuse, bullying, cyberbullying, or sexualised conduct/language.
- ✓ Vaping, smoking, alcohol consumption, or illicit substance misuse on camera.
- ✓ Unverified third parties present in the learning space.
- ✓ Deliberate misuse of emergency alerts, distress questionnaires, or system support buttons.

- ✓ Fabricating reports, falsifying identities, or exploiting communication tools.
- ✓ Expressing discriminatory, hateful, or extremist views undermining Fundamental British Values.

Expectations for Behaviour

At EDClass, we expect our learners to be:

- ✓ Engaged in their learning
- ✓ Determined to succeed in the face of challenges
- ✓ Compassionate towards the feelings of others.

Essentially, we expect that our learners:

- ✓ respect themselves and others;
- ✓ should be fully clothed to show that they are ready to learn;
- ✓ should be working from a suitable environment: lying in bed is not acceptable;
- ✓ should enable their camera so that we can ensure their safety;
- ✓ should quickly develop an expectation that they will be greeted politely and should respond politely;
- ✓ should be assured that teachers are here to support or discuss any issues or interests;
- ✓ should use language that is respectful and non-aggressive / non-threatening at all times - in cases where their language is inappropriate/abrupt or rude this will be addressed;
- ✓ should expect to be treated with dignity and respect, and at all times observe proper boundaries appropriate to staff positions;
- ✓ who display aggressive or threatening behaviours with others on camera, should expect to have this addressed as a matter of urgent safeguarding;
- ✓ using mobile phones on camera (other than where permission has been given to take screenshots) will be challenged by teachers;
- ✓ with behaviours that are not age-appropriate (such as, but not exclusive to, vaping, drinking alcohol etc) should expect to have this treated as a matter of urgent safeguarding;
- ✓ who are on camera with 'unrecognised' people present (not identified on their learner profile) should expect to be questioned as to who they are;
- ✓ who disclose information that may be pertinent to their safeguarding and well-being (for example, but not exclusive to, going out to meet someone, having injured themselves, feeling down, verbal or physical abuse from another person) should expect to have this treated as a matter of urgent safeguarding;
- ✓ must expect teachers to have high regard for the need to safeguard them and their well-being according to statutory provisions;
- ✓ must show tolerance of and respect for the rights of others;
- ✓ must not undermine fundamental British Values, including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;

- ✓ can expect that personal beliefs are not expressed in ways that exploit their vulnerability or might lead them to break the law;
- ✓ using the chat feature deliberately to mislead teachers as to who they are or fabricating scenarios which begin safeguarding procedures and which later have been found to be false, will be treated as an urgent matter to be reported to schools and maybe the appropriate authorities.

Positive Recognition, Rewards and Development of Self-Worth

EDClass prioritises positive behavioural reinforcement to foster self-worth, academic resilience, and vocational readiness:

- ✓ **Real-Time Praise and Comment Logs:** Staff provide immediate verbal feedback on camera and via text chat. Positive pastoral notes and specific behavioural achievements are formally recorded under the "Comments" tab on the learner's dashboard tile.
- ✓ **Certificates and notifications:** Students of the day and week are also given to them for motivation.
- ✓ **EDDollars Incentive Structure:** Learners earn platform currency ("EDDollars") for sustained lesson focus, high-quality submissions, overcoming personal barriers, and engaging constructively. EDDollars unlock vetted educational games outside timetabled instruction.
- ✓ **Tracking "Little Wins":** Pastoral teams actively track incremental personal progress, including:
 - ✓ Transitioning from one-word greetings to polite, conversational engagement.
 - ✓ Building the confidence to transition from text-only communication to live voice/camera dialogue.
 - ✓ Moving from a non-conductive environment (e.g., bed/darkened room) to an upright, structured workstation.
 - ✓ Progressing from dependency on a parent/carer to autonomous learning.
 - ✓ Demonstrating emotional regulation and replacing aggressive expressions with polite self-advocacy.

Staff Roles, Responsibilities and Escalation Hierarchy

- ✓ **Teaching Staff (First Responders):** Deliver trauma-informed instruction, issue restorative prompts, address low-level disengagement immediately, and enact the Step 1 Camera-Off Protocol.
- ✓ **Designated Safeguarding Lead (DSL) and Deputy DSLs (DDSLs):** Retain ultimate operational responsibility for student safety, out-of-order incidents, physical injury flags, or suspected abuse. The safeguarding leadership structure operates with the DSL/Head of Safeguarding retaining primary reporting seniority across all welfare escalations.
- ✓ **Reintegration and Engagement Team:** Manages Stage 3 behaviour interventions, liaises directly with commissioning schools, and leads formal operational case reviews for persistent non-compliance.

- ✓ **Head of Teaching and Learning:** Reviews Stage 3 and Stage 4 sanctions at Senior Management Meetings, ensuring that trauma-informed principles, statutory compliance, and SEND adjustments have been rigorously applied.

Statutory Non-Compliance and Camera-Off Action Protocol

When a learner refuses to enable their camera, breaches device rules, or exhibits severe behavioural defiance, staff must execute this standardised escalation flow:

[Camera Inactive / Non-Compliant Behaviour]



[Step 1: Direct In-App Warning and Tech Check (0–2 Mins)]

└─► Compliance Restored ► Return to Live Lesson

▼ (Refused / Tech Unresolved)

[Step 2: Isolation in Virtual Waiting Room (2–5 Mins)]

| Formal Warning: "Line-of-sight safeguarding is mandatory under guidance. Camera activation required within 60s."

└─► Compliance Restored ► Return to Live Lesson

▼ (Refused / 60-Second Expiry)

[Step 3: Immediate Live Connection Termination]

| Register Marked: "Present Unverified / Camera Non-Compliant"



[Step 4: Statutory DSL and Commissioning School Escalation]

| Automated alert and safeguarding log generated.



[Step 5: Evidentiary Audit Trail Stored for DfE / Ofsted]

Statutory and Legislative Compliance Matrix

Legislation / Statutory Guidance	Status and Legal Scope	Statutory Requirement and Impact on Policy
DfE Online Education Accreditation Scheme (OEAS)	In active force; inspected by Ofsted on behalf of DfE.	Providers must maintain real-time supervision, robust line-of-sight safeguarding (Category 2), and enforce physical classroom-equivalent behavioural standards (Category 3).
Keeping Children Safe in Education (KCSIE)	Statutory guidance under Section 175 of the Education Act 2002.	Mandates line-of-sight visual welfare auditing, remote education professional boundaries, and aggressive elimination of child-on-child abuse and unmonitored digital spaces.
Children's Wellbeing and Schools Act 2026	Enacted / Royal Assent April 2026.	Imposes strict statutory duties to continuously track attendance, verify physical whereabouts, and enforce mobile-

Legislation / Statutory Guidance	Status and Legal Scope	Statutory Requirement and Impact on Policy
		free provisions during alternative and remote schooling.
DfE Guidance: Mobile Phones in Schools	Statutory force via 2026 Act.	Prohibits unauthorised smart devices in instructional spaces to remove cognitive distraction and stop illegal secondary recording.
Education Act 2002 (Section 175) and Independent School Standards Regulations 2014	Primary legislation in active statutory force.	Mandates that educational providers establish robust systems to safeguard children and perform rigorous identity verification audits.
Equality Act 2010	Primary legislation in active statutory force.	Ensures reasonable adjustments are made for learners with SEND and ACEs without compromising core physical safety and child protection.
Working Together to Safeguard Children	Primary statutory multi-agency framework.	Requires real-time multi-agency information sharing whenever visual or behavioural indicators suggest domestic risk, neglect, or physical harm.

Professional Conduct Expectations for Staff

Teaching and support personnel must consistently model exemplary personal and professional conduct in line with the DfE Teachers' Standards:

- ✓ Treat every learner with dignity, cultivating mutual respect while maintaining unambiguous professional boundaries.
- ✓ Exercise statutory vigilance regarding pupil safeguarding and wellbeing during every interaction.
- ✓ Show tolerance and respect for diverse backgrounds, faiths, and individual liberties.
- ✓ Ensure personal views are never expressed in ways that exploit student vulnerability or undermine Fundamental British Values.

Interlinked Policies

This policy must be read alongside EDClass's operational and statutory frameworks:

- ✓ Safeguarding Policy
- ✓ Child Protection Policy
- ✓ Camera on Policy

- ✓ SEND Policy
- ✓ E-Safety and Online Filtering Policy
- ✓ GDPR Policy
- ✓ Prevent Policy
- ✓ Admissions Policy
- ✓ Attendance Policy