




# Purple Ruler Behaviour Policy

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Document Version Control	
Creation Date	March 2024
Last updated	February 2025
Last Updated	April 2025
Next Review Date	August 2025

## 1. Introduction

Behavioural management in virtual classrooms is essential to foster a conducive and productive learning environment. This policy outlines Purple Ruler's behavioural expectations and procedures to ensure a positive and respectful online learning community for all.

This policy applies to all learners, stakeholders, and staff involved in Purple Ruler Online School.

## 2. Purpose

This policy aims to achieve the following:

- Foster a respectful and collaborative school ethos.
- Promote high-quality teaching and learning.
- Ensure fair and transparent treatment of all learners.
- Maintain the safety and wellbeing of all learners and staff.

### 3. Ethos and Values

At Purple Ruler, our ethos is deeply rooted in the belief that education must be a transformative, accessible, and empowering experience — especially for learners who may have struggled to thrive in traditional settings.

We are committed to providing a **specialised, flexible, and compassionate educational environment** that meets the diverse needs of our learners, many of whom face barriers to mainstream education due to social, emotional, or behavioural challenges.

Our approach does not centre around exclusion or punitive responses.

Instead, we believe in:

- Understanding the individual learner behind the behaviour
- Providing tailored support to remove barriers
- Restoring relationships and building resilience
- Offering flexible pathways such as 1:1 interventions when needed
- Prioritising reintegration and inclusion over permanent exclusion

Through this nurturing, inclusive model, we aim to:

- Foster academic success, personal growth, and emotional wellbeing
- Build learners' confidence, self-esteem, and positive behaviour
- Inspire learners to become lifelong learners equipped with the skills, empathy, and perseverance to succeed beyond their time with us

### 4. Promoting British Values Through Behaviour

At Purple Ruler, we actively promote British values throughout all aspects of our organisation, including our approach to behaviour and learner conduct.

Our Behaviour Policy reflects and reinforces:

- **Democracy:** Learners are encouraged to express their views respectfully and to participate in decision-making, including contributing to classroom agreements and providing feedback on their learning environment.
- **Rule of Law:** Clear rules, expectations, and proportional sanctions ensure learners understand the importance of laws and structures that protect individual wellbeing.
- **Individual Liberty:** Learners are supported to make responsible choices, exercise their rights and freedoms, and develop confidence in a safe environment.
- **Mutual Respect and Tolerance:** Learners are expected to treat staff and peers with respect, valuing diversity and promoting a positive, inclusive online and physical learning space.

By embedding British values within our Behaviour Policy, Purple Ruler aims to prepare learners to thrive as respectful, responsible citizens in a modern, diverse society.

## 5. Role of Facilitators and Staff

### Learners

- Adhere to the behavioural expectations and rules.
- Report any incidents of misbehaviour or bullying.
- Participate positively in the Purple Ruler community.

### Stakeholders and Commissioners

- Support Purple Ruler's behaviour policy.
- Reinforce the importance of good behaviour at home.
- Communicate with Purple Ruler team regarding any behavioural concerns.

### Staff and Management Team

- Staff must always remain calm and professional.
- Staff must use de-escalation techniques and positive reinforcement.
- Staff must seek support when necessary and report incidents according to the established protocols.
- Implement the behaviour policy consistently.
- Provide a positive role model for learners.

- Address behavioural issues promptly and fairly.
- Support learners in developing positive behaviour.
- Review and update behaviour policy regularly.

## 6. Behavioural Expectations

In an online classroom environment, respect is essential for creating a collaborative atmosphere where diverse opinions and perspectives are honoured. It encourages open communication, empathy, and mutual understanding, which are crucial for effective learning and personal growth. By practising respect, we build a community of trust and cooperation, enabling all learners to thrive and succeed.

For detailed information on our expectations of learner behaviour, please refer to the Learner Handbook available at this link [📘 Purple Ruler Learner Handbook and Code of Conduct](#).

### 6.1 General Conduct

Learners are expected to contribute positively to Purple Ruler's community and learning environment by:

- Treating all members of the Purple Ruler community with respect and courtesy.
- Engaging positively in all online lessons and activities.
- Following the instructions of facilitators and staff promptly and respectfully.
- Using appropriate language in all forms of communication.
- Respecting the diverse backgrounds, perspectives, and identities of all peers and staff.

Purple Ruler promotes a culture of **Equality, Diversity and Inclusion**. Discrimination, harassment, or victimisation based on protected characteristics (such as race, religion, disability, gender, or sexual orientation) will not be tolerated and will be treated as serious behavioural concerns, subject to safeguarding review.

### 6.2 Online Etiquette

Given the fully remote nature of our provision, online behaviour is as critical as behaviour in physical learning environments. Learners must use online tools responsibly and respectfully:

- Attend live lessons punctually and be prepared.
- Participate actively, responsibly, and constructively in-class activities.

- Use chatbox, whiteboards, and other communication tools positively and appropriately.
- Avoid disruptive behaviour that interrupts the learning of others.
- Submit assignments and homework on time and to the best of their ability where this applies.
- Refrain from sharing inappropriate, offensive, or harmful content online.

Purple Ruler's **Online Safety Policy** provides further guidance on digital conduct and safeguarding expectations. Breaches of online etiquette will be managed in accordance with this Behaviour Policy and safeguarding procedures.

## 6.3 Bullying and Harassment

Purple Ruler maintains a zero-tolerance policy toward bullying in any form, including cyberbullying, verbal, physical, emotional, or online harassment.

### Learners are expected to:

- Report any incidents of bullying or harassment to a facilitator, Designated Safeguarding Lead (DSL), or staff member immediately.
- Support peers who are being bullied by reporting concerns and offering encouragement.
- Avoid engaging in, encouraging, or failing to challenge bullying behaviours.

### Examples of bullying and harassment include:

- Sending threatening, abusive, or harmful digital messages.
- Making derogatory, offensive, or mocking comments towards peers.
- Spreading rumours, gossip, or false information about other learners.
- Unfairly excluding individuals from online activities, group tasks, or discussions.
- Sharing private information, images, or content without consent.

All reported bullying concerns will be investigated and addressed through Purple Ruler's **Anti-Bullying Policy** and safeguarding procedures, ensuring a prompt, fair, and supportive response.

Purple Ruler actively promotes a culture of **mutual respect, tolerance, and inclusion** as part of our commitment to upholding **British Values** and safeguarding the wellbeing of our learning community.

## 6.4 Preventing Extremism and Promoting British Values

Purple Ruler is committed to promoting fundamental British values, including democracy, rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. Any

behaviour that promotes extremist views, hatred, intolerance, or discrimination is not tolerated. Such behaviours are treated as serious safeguarding concerns and will be escalated appropriately in line with Purple Ruler's Prevent Duty obligations and Safeguarding and Child Protection Policy. Learners are expected to respect and uphold these values at all times.

## 6.5 Academic Honesty

Academic misconduct undermines fairness and learning integrity.

Learners must:

- Complete assignments honestly and independently (no plagiarism, cheating, collusion, fabrication, or impersonation).
- Acknowledge all sources properly in academic work.
- Uphold honesty in assessments and coursework submissions.

Academic misconduct will be addressed with supportive interventions, pastoral care, and academic guidance where needed.

## 7. Promoting Desirable Behaviour

### 7.1 Establish Clear Expectations

- Clear guidelines are set for behaviour from the first session using the classroom agreement. Facilitators will work collaboratively with learners to establish a set of guidelines and expectations for each course. The facilitator may revisit the agreement periodically to reinforce expectations if necessary.
- Staff must role-model and exemplify desired behaviours.
- Facilitators must aim to create an inclusive and supportive learning environment.
- Facilitators must work to develop rapport and mutual respect between learners and facilitators.

### 7.2 Acknowledging Desirable Behaviour

"Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils."



Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be



applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture." - [Behaviour in Schools Advice for headteachers and school staff \(2024\)](#)

### Examples of rewards may include:

- Verbal praise and encouragement
- Communicating praise in the lesson reports as feedback, highlighting strengths and accomplishments
- Digital stickers/badges, certificates, or prizes
- Rewards for consistent hard work and effort, such as 2 minutes whiteboard drawing time or other fun activity break
- Provide learners with positions of responsibility, such as group leader or note-taker
- Acknowledging academic skill in stronger learners and encouraging them to share their knowledge and support their peers
- Healthy competition can work in certain dynamics, but it can cause friction in others
  - In this case, whole-class or year group rewards should also be considered for accomplishing tasks together
  - It is useful to remind learners that they are all working towards the same goals, and that their peer success is also theirs.

## 8. Responses to Misbehaviour

### 8.1 Identification and Assessment of Misbehaviour

At Purple Ruler, we recognise that many of our learners come to us with diverse experiences, including complex behavioural histories, social and emotional needs, and a wide range of neurodiverse profiles. We firmly believe that behaviour should not be judged against a rigid or “one-size-fits-all” standard of what is considered ‘normal.’

Instead, we assess behaviour using a **risk-based system** that considers:

- The individual learner's needs, background, and developmental stage
- The likelihood that a behaviour will cause significant disruption or harm
- The severity of any impact the behaviour has on others or the learning environment

### Why we use a risk-based behaviour system:

- **Fairness and Inclusivity:** We acknowledge that some behaviours that may seem unusual in mainstream settings can be typical or understandable for learners with neurodiversity, trauma backgrounds, or additional needs.
- **Safety First:** Our primary duty is to ensure that all learners and staff can learn and work in a safe, supportive, and inclusive environment.
- **Individualised Judgement:** Behaviours are assessed relative to the learner's profile, with allowances for difference, while maintaining clear boundaries to safeguard the wider community.
- **Focus on Harm, Not Difference:** As long as a learner's behaviour does not cause significant disruption to others' education or compromise the physical or emotional safety of peers or staff, it is considered within normal, acceptable boundaries.
- **Supportive Intervention, Not Punitive Reaction:** Where behaviours present challenges, we respond with supportive interventions, adjustments, and collaboration with learners, parents, commissioners, and external specialists.

This flexible but structured approach enables Purple Ruler to balance **compassion and professionalism**, providing every learner the opportunity to succeed without unnecessary sanction — while protecting the collective wellbeing of all members of our community.

### 8.1.1 Risk-Based Classification of Misbehaviour

Behaviours are categorised by assessing:

**Likelihood:** How likely is the behaviour to cause disruption, harm, or safeguarding concerns?

**Severity:** How serious would the consequences be if the behaviour occurs?

The more **likely** and **severe** the potential harm, the **higher** the misbehaviour is classified (Minor ☒ Serious ☒ Severe).

#### Likelihood Rating

Rating	Description
1 - Rare	Unlikely to happen during lessons; very unusual behaviour
2 - Unlikely	Could happen occasionally but not common
3 - Possible	Might happen sometimes during lessons
4 - Likely	Expected to happen regularly unless addressed
5 - Almost Certain	Very likely to happen without intervention

#### Severity Rating



Rating	Description
1 - Negligible	Minimal disruption or emotional harm; no lasting impact
2 - Minor	Low-level disruption or mild emotional upset; easily resolved
3 - Moderate	Noticeable disruption to learning or emotional upset; needs intervention
4 - Major	Significant harm, serious emotional impact, or safeguarding concern
5 - Critical	Severe harm, including physical threats, radicalisation concerns, serious safeguarding breach

When a behaviour incident happens, facilitators mentally assess:

- **How likely is this to happen again or escalate?**
- **If it happens, how serious would the impact be?**

The total of Likelihood x Severity determines how the behaviour should be classified:

Likelihood x Severity	Behaviour Classification
Low (1-7)	Minor Misbehaviour
Medium (8-16)	Repeated/Serious Misbehaviour
High (17-25)	Severe Misbehaviour

### Practical Examples:

Behaviour	Likelihood	Severity	Overall Rating	Classification
Forgetting to mute microphone	3 (Possible)	1 (Negligible)	Low	Minor
Persistent rudeness to staff	4 (Likely)	3 (Moderate)	Medium	Serious
Sending violent threats to a peer	5 (Almost Certain if agitated)	5 (Critical)	High	Severe

## 8.2 Sanctions and Responses for Misbehaviour

Purple Ruler recognises that many of our learners face significant barriers to education, including social, emotional, mental health (SEMH) needs, trauma, or previous exclusion from mainstream settings.

In managing behaviour, facilitators and staff take into account the individual learner's context, background, and any reasonable adjustments required under Equality Act 2010 obligations.

Reasonable adjustments, including differentiated expectations, personalised support strategies, and behaviour intervention planning, are considered before applying any sanctions.

Our focus is on understanding underlying needs and supporting learners to succeed within a positive, inclusive environment.

Inappropriate behaviour will be addressed through a graduated response:

### 8.2.1 Minor Misbehaviour

- Immediate verbal reminder or warning from the facilitator.
- Temporary muting of the learner's microphone or restriction from using chat/whiteboard features.
- In a 1:1 session, the facilitator will work directly with the learner to address the behaviour, reflect on it, and move forward with the session.
- Minor misbehaviour incidents are encouraged to be logged in the Behavioural Issues section of the Post-Lesson Feedback Form especially if it seems uncharacteristic of the learner, or high frequency.

### 8.2.2 Repeated or Serious Misbehaviour

- Temporary removal or banning of the learner from the group session.
- Incident recorded fully in the Behavioural Issues section of the lesson feedback form, this will be updated live on the commissioner's dashboard.
- Stakeholders (school, LA, parents/guardians) are expected to engage directly with the learner to address the behaviour.
- The facilitator will continue to monitor behaviour and report further developments.
- If behaviour does not improve after intervention, escalation to the **Severe Misbehaviour** protocol will occur.
- In 1:1 sessions, a longer period of support and review is allowed, and therapy support (where appropriate) may be discussed with stakeholders to address underlying causes.

### 8.2.3 Severe Misbehaviour

- Facilitator to calmly redirect the class a different focus, try to de-fuse the situation.
- Facilitator to **calmly and discreetly remove the learner** from the online classroom immediately, using platform controls to avoid escalation where possible. When this happens, the facilitator must inform the management team via their dedicated communication group before they action this.
- Incident recorded urgently in the **Behavioural Issues** section of the Post-Lesson Feedback Form.

- Immediate safeguarding escalation if the behaviour poses a safeguarding risk, speak directly to the DSL. The DSL or DDSL may speak to the school if the learner is removed from the class immediately when this is actioned.
- Purple Ruler will pause the learner's access to group sessions until a behaviour management plan is agreed with the commissioner or responsible party.
- A formal discussion with the commissioner (via email and video meeting) will take place to explore solutions, which may include:
  - Temporary transfer to **1:1 provision** (if the learner wishes to continue learning in a safeguarded setting); commissioners will be informed of additional costs associated with bespoke 1:1 provision.
  - Engagement in therapy or wellbeing support to address emotional regulation and behaviour issues.
- Collaborative review of the learner's long-term placement, timelines, and reintegration possibilities.
- The duration of any alternative provision or interventions will be determined based on the individual learner's needs and progress.

### 8.3 Staff Decision Guide: Understanding vs. Sanctioning Behaviour

When responding to learner behaviour, staff should ask themselves the following reflective questions:

#### 1. Is this behaviour unexpected for this individual learner's profile?

- Consider the learner's SEND needs, behavioural history, emotional needs, or background.
- Some behaviours may be developmentally appropriate or linked to neurodiversity (e.g., impulsivity, difficulty with attention, anxiety responses).
- Make sure you read the course brief carefully for this information. Speak with your line manager or Head of Academics if you need additional support on how to approach certain learner profiles.

If **expected** ☑ Respond with understanding, support, and adjustments.

If **highly unusual for this learner** ☑ Investigate further and escalate if needed.

#### 2. Does this behaviour cause significant disruption, harm, or distress to others?

- Is anyone else's learning seriously impacted?

- Is another learner or staff member feeling unsafe, intimidated, or distressed?
- Has the behaviour created an unsafe or disrespectful environment?

If **no serious harm or disruption** ☒ Support the learner quietly, use positive reinforcement, and log minor issues.

If **yes — significant harm or disruption** ☒ Apply proportionate intervention, record the incident, and escalate if needed.

### 3. Has this behaviour been persistent despite earlier support and intervention?

- Was the learner given reasonable reminders, scaffolding, or adjustments?
- Has the behaviour shown an escalation pattern or refusal to engage positively?

If **first occurrence or isolated** ☒ Focus on understanding and resetting expectations.

If **persistent after interventions** ☒ Apply next-level sanctions according to behaviour protocols.

### 4. Would a reasonable external observer see this behaviour as unsafe or threatening?

Imagine an external safeguarding auditor, parent, or commissioner watching the session: would they view this behaviour as acceptable?

If **no** (e.g., mild distractions, quirks, minor delays) ☒ Manage internally with care.

If **yes** (e.g., threats, serious offensive language, harassment) ☒ Treat as a safeguarding or severe behaviour incident.



**Golden Principle: “If a behaviour is unusual but safe — support it. If a behaviour is unsafe — manage it, log it, and safeguard everyone.”**

## 8.4 Sanction Processes

Facilitators are responsible for managing behaviour during lessons and must follow a structured, restorative process before imposing sanctions.

### 8.4.1 Recording and Reporting Sanctions

- All sanctions issued to learners must be recorded by the facilitator in as much detail as possible. Behavioural incidents are to be documented in the lesson report at the end of the session using the **Behaviour Incident section**. These records are automatically synced to the Purple Ruler database, ensuring that a comprehensive history of learner behaviour is maintained.
- For more minor but persistent behavioural concerns, commissioners will be informed through standard lesson report feedback. However, in cases where the learner's conduct is deemed serious and severe, stakeholders will be contacted immediately by our DSL.
- All behavioural issue reports are automatically updated on the commissioner's portal and dashboards to be viewed in real time of when the reports are completed.
- These reports are also reviewed by the DSL daily to ensure they are acted upon with immediacy.
- Facilitators are required to adhere to a structured process when issuing sanctions. The facilitator is expected to employ various methods, included in facilitator training, to manage classroom behaviour and redirect attention to the lesson after disruption. However, facilitators can request further support if necessary.

#### 8.4.2 Leadership Oversight for Serious Incidents

- Serious behavioural incidents are reviewed collaboratively between the facilitator, the Designated Safeguarding Lead (DSL), and the Head of Academics.
- Rather than exclusion, Purple Ruler prioritises flexible educational arrangements.
- Where necessary, learners may be temporarily transitioned into a bespoke 1:1 learning programme to ensure their safety, well-being, and access to education, before carefully reintegrating them into group sessions.
- All significant transitions or support plan changes are overseen and signed off by senior leadership and commissioner to ensure proportionality, fairness, and the best interests of the learner.

#### 8.4.3 Positive Behaviour Support Plans (PBSPs)

Where appropriate, learners demonstrating persistent behavioural challenges may be supported through an individual Positive Behaviour Support Plan (PBSP).

These plans are co-developed with learners, families, and staff, outlining positive behaviour goals, targeted strategies, support interventions, and regular review milestones to encourage positive engagement and success.

Positive behaviour and achievements will be recognised and rewarded through:

- Praise and positive feedback from facilitators.
- Certificates for outstanding achievements.
- Participation in special activities and events.

## 9. Support Systems

Purple Ruler Online School is committed to supporting learners in meeting behavioural expectations. Support systems include:

- Regular check-ins with facilitators.
- Facilitator induction training and CPD on behaviour management techniques.
- Lessons focus on digital citizenship and online safety.
- Commissioner's involvement in behaviour management plans and communication.
- Referral to Purple Ruler Therapy Programme.
- Facilitators can seek support through Lark teacher groups for managing challenging behaviour.
- Sharing behaviour management experiences and techniques in Coffee Chat sessions.

## 10. Monitoring and Review

The behavioural policy will be reviewed annually to ensure its effectiveness and relevance. Feedback from learners, stakeholders, and staff will be considered in the review process.

## 11. Accessibility and Communication of the Behaviour Policy

Purple Ruler is committed to ensuring that learners, parents, carers, commissioners, and all stakeholders have clear, easy access to our Behaviour Policy and understand the standards expected within our community.

### How the Behaviour Policy is shared:

**Learners:** Key principles, expectations, and rights from the Behaviour Policy are included in the **Learner Handbook** provided at enrolment. The handbook presents behaviour expectations in a learner-friendly format, supporting understanding and compliance.



**Parents and Carers:** Relevant extracts from the Behaviour Policy are included in the **Parent Guide** issued during the onboarding process. The Parent Guide highlights how behaviour is managed, how parents will be contacted if concerns arise, and how they can support positive engagement.

**Commissioners (Schools and Local Authorities):** Full access to the Behaviour Policy from our website. We are working on adding this to their portals. Commissioners are kept informed of any behaviour-related incidents through real-time updates and incident reports via the portal.

**Public Access:** The full Behaviour Policy is published on the **Purple Ruler website**, ensuring open access to current and prospective learners, families, commissioners, and members of the public.