

Behaviour Policy

Nisai Virtual Academy is an inclusive, welcoming and safe community committed to enabling all students to achieve success and develop a positive attitude towards learning and personal progress. We encourage our students to be independent, innovative and curious learners. Nisai is committed to helping students achieve their goals while ensuring they benefit from and enjoy the services and support available to them.

Nisai will provide an environment which promotes racial, gender, disability and sexual equality and is free from discrimination, harassment and victimisation of any kind. Nisai will not tolerate discriminatory language or behaviour relating to protected characteristics including race, disability, religion, sex, sexual orientation, gender reassignment, age, pregnancy and maternity. We recognise that for students to feel happy and to develop positive relationships they need to feel safe.

Nisai is committed to promoting positive behaviour through respectful relationships, clear expectations, encouragement and recognition of student achievement. Behaviour concerns will be managed fairly, consistently and proportionately, taking into account individual student needs and circumstances.

It is crucial that students are offered a safe and conducive environment for learning.

1.0 Student Expectations

As part of our Student Enrolment documentation, our students are issued with a “charter” as part of the Student Guide. The charter sets out our commitments to students and the expectations we have of them as members of the Nisai community. At Nisai, we believe that success is built on a strong partnership between students, families and our staff. This Charter outlines the commitments we make to every learner and the expectations we ask students to uphold in return. Together, these shared responsibilities help create a safe, supportive and inclusive learning environment where every student can thrive. The charter pointers are summarised below:

Our Promise to Students

We will:

- Provide high-quality, personalised learning that supports every student's goals and potential.
- Create a safe, inclusive and respectful environment where all learners feel valued and supported.
- Offer academic, pastoral and wellbeing guidance throughout the learning journey.
- Communicate clearly, monitor progress and celebrate achievement.
- Encourage students to participate, share their views and be active members of the Nisai community.

Student Commitment

We ask students to:

- Treat others with respect, kindness and dignity.
- Attend, engage and take responsibility for their learning.
- Use technology safely, responsibly and appropriately.
- Communicate openly and seek support when needed.
- Uphold Nisai's values and contribute positively to the learning community.

Our Shared Commitment

Together, we will foster a culture of respect, inclusion and achievement, enabling every learner to develop, succeed and reach their full potential. By embracing this Charter, we all play a part in making Nisai a positive, supportive and successful learning community for every learner.

1.1 Online Learning Expectations

Live lessons are managed by teachers in a way that promotes positive behaviour and prevents concerns from escalating.

Students participating in online learning are expected to:

- Treat staff and fellow students with respect.
- Use appropriate language and behaviour at all times.
- Attend lessons punctually and engage positively in learning activities.
- Use lesson-related websites and resources during live lessons.
- Use classroom chat functions appropriately.
- Follow staff instructions during lessons.
- Report any concerns, online safety issues or inappropriate behaviour to a member of staff.

Students must not:

- Bully, harass or intimidate others.
- Use offensive, discriminatory or inappropriate language.
- Spam classroom chat functions or misuse classroom tools.
- Share personal contact details, social media profiles or gaming usernames.
- Record, screenshot or distribute lesson content without permission.
- Share inappropriate content, images, videos or links.
- Impersonate another user.
- Share accounts or login credentials.
- Contact staff through personal social media accounts.
- View material unrelated to the lesson where this disrupts learning.

1.2 Face-to-Face Mentoring Expectations

Students attending face-to-face mentoring sessions are expected to conduct themselves in a respectful, safe and responsible manner at all times.

Students are expected to:

- Treat mentors, staff, other students and members of the public with respect and courtesy.
- Follow all reasonable instructions given by mentors and staff.
- Arrive on time and be prepared to engage positively in mentoring sessions and activities.
- Use appropriate language and behaviour at all times.
- Respect the facilities, resources and property of Nisai and partner venues.
- Respect the personal space, beliefs and views of others.
- Use mobile phones, devices and technology appropriately and only when authorised.
- Inform a mentor or member of staff if they feel unsafe, uncomfortable or require support.
- Comply with all health, safety and safeguarding requirements communicated by staff.

Home-Based Mentoring

Where mentoring takes place in a student's home:

- Students and family members are expected to treat mentors with respect and courtesy.
- A suitable environment should be provided that enables mentoring to take place safely and without unnecessary disruption.
- Parents/carers should communicate any relevant safety, health or welfare concerns in advance where appropriate.

- Students should engage appropriately in the mentoring session and follow agreed expectations for learning and behaviour.
- Parents/carers should support the maintenance of professional boundaries between students, families and mentors.

Students must not:

- Engage in bullying, intimidation, harassment or discrimination.
- Behave aggressively or make threats.
- Deliberately disrupt mentoring activities.
- Damage property, equipment or facilities.
- Record or photograph mentors without permission.
- Place themselves or others at risk of harm.

Professional Boundaries and Safeguarding

All face-to-face mentoring sessions will be delivered in accordance with Nisai's Safeguarding and Child Protection Policy and Staff Code of Conduct. Mentors will maintain appropriate professional boundaries at all times. Where mentoring takes place in the student's home, Nisai reserves the right to withdraw or rearrange sessions if the environment is considered unsafe, unsuitable or inconsistent with safeguarding requirements.

Any behaviour by a student, family member or other individual present that causes a mentor to feel unsafe, threatened or unable to conduct the session appropriately may result in the session being ended immediately and referred to senior management and/or the Designated Safeguarding Lead for review.

1.3 Promoting Positive Behaviour and Achievement

Nisai believes that positive behaviour, attendance, engagement and personal development should be recognised and celebrated. We are committed to creating a culture where students feel valued, motivated and encouraged to achieve their potential.

Staff will promote positive behaviour through:

- Building respectful and supportive relationships with students.
- Recognising effort, progress and achievement.
- Encouraging active participation in learning.
- Celebrating positive contributions to the Nisai community.
- Supporting students to develop confidence, resilience and independence.

To recognise and reward positive behaviours and achievements, Nisai may provide opportunities including:

Student of the Week

Students may be nominated by teachers, mentors and staff for demonstrating positive behaviour, excellent effort, resilience, kindness, attendance, participation or significant progress in their learning.

Student of the Term Award

At the end of each term, students may be recognised for their sustained commitment to learning, personal development, positive attitude and contribution to the Nisai community. Award recipients may receive a prize or certificate in recognition of their achievement.

Student of the Year Award

The Student of the Year Award recognises exceptional achievement, progress, determination and commitment throughout the academic year. Students may be nominated by staff and considered against a range of criteria

including academic achievement, personal growth, attendance, engagement and positive contribution to the Nisai community. Award recipients may receive a prize, certificate or other form of recognition.

Nisai may also recognise positive behaviour and achievement through certificates, commendations, celebration events, communications with parents/carers and other rewards considered appropriate by the Academy.

The promotion and recognition of positive behaviour form an important part of Nisai's commitment to creating a safe, supportive and aspirational learning environment for all students.

2.0 Responsibilities

Teachers, Mentors and other Staff are responsible for:

- Maintaining a good level of behaviour
- Implementing the behaviour policy effectively
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording, monitoring and escalating serious or ongoing behavioural incidents in accordance with Nisai procedures.

The Head of Teaching and Learning and the Head of Mentoring are responsible for:

- Ensuring that Staff follow the policy guidelines
- Reviewing the policy annually or when required.

The Governors of Nisai Group will also review this behaviour policy in conjunction with the SLT of Nisai Group and monitor the policy's effectiveness.

3.0 Behaviours requiring intervention

Nisai is committed to supporting students to meet behavioural expectations through encouragement, guidance and positive relationships. Whilst most students engage positively with learning and mentoring activities, there may be occasions where behaviour falls below expected standards. The examples below are not exhaustive but identify behaviours that may require intervention by staff to maintain a safe, respectful and productive learning environment for all.

Online

Teachers should take action in the event of learners:

- Using foul language
- Misusing the classroom features, for example spamming
- Bullying
- Abusing other participants
- Repeatedly talking about subjects unrelated to lesson goals
- Viewing unrelated and possibly inappropriate material during lessons
- Sharing unchecked URLs (websites and links)
- Disrupting lessons
- Logging in and out of lessons multiple times in a short period of time to the point it disrupts lesson flow and impacts the learning of other students
- Displaying any behaviour that would suggest potential harm to themselves or others
- Sharing personal information such as social media profiles or gaming usernames

Face-to-Face Mentoring

Mentors should take action where students:

- Refuse to follow reasonable instructions.

- Use inappropriate or offensive language.
- Behave in a manner that disrupts mentoring activities.
- Display aggressive, intimidating or threatening behaviour.
- Damage property or equipment.
- Record or photograph others without permission.
- Display behaviour that raises safeguarding concerns.
- Engage in discriminatory behaviour or harassment.

Any behaviour raising safeguarding concerns will be managed in accordance with the Safeguarding and Child Protection Policy and may be referred immediately to the Designated Safeguarding Lead.

4.0 Behaviour Management Procedures

Nisai is committed to managing behavioural concerns in a fair, consistent and proportionate manner. Where behaviour falls below the standards outlined in this policy, staff will take appropriate action to support students in understanding expectations, making positive choices and engaging successfully in their learning. Behaviour management procedures are designed to promote a safe, respectful and productive environment for all students, staff and stakeholders.

Online Sessions

Stage 1

- Teachers and mentors will identify behaviour that is inappropriate or disruptive.
- They should not let poor behaviour pass without comment. The inappropriate behaviour should be identified and clearly explained why it is not acceptable. A request should be made that it is stopped immediately.
- For online lessons, teachers should send a private message to the specific student/s requesting they improve their behaviour and clarify what the concern is.

Stage 2

- Teachers should restrict the public text chat ensuring that students can only then use the private (student to teacher only) chat.
- Teachers may place the offending student in a breakout room, ensuring it is configured so that the student can continue to communicate with the teacher only.
- Teachers reserve the right to deny additional access to the current live lesson if multiple logging in and out of the classroom in a short period of time disrupts the lesson flow and affects the learning of other students. In this instance, students should watch the lesson recording after the lesson has ended.

Stage 3

- In the event of continued behavioural issues, a request will be made for the Nisai Customer & Student Support Team to contact the parent and/or Customer to escalate our concerns relating to the student's behaviour.

Mentoring

Where concerns arise during mentoring sessions, mentors should:

Stage 1

- Provide a verbal reminder of expectations.
- Pause or redirect the activity.

Stage 2

- Contact a parent/carer where appropriate.
- End a session where safety concerns arise.

Stage 3

- Escalate concerns to Nisai management.
- Refer matters to the Designated Safeguarding Lead where required.

Additional Actions

- All behavioural incidents must be recorded on the Nisai PWP System to ensure appropriate monitoring and follow-up.
- The Tutor for the student/s should be advised of the situation.
- If a lesson recording is likely to cause offence, teachers should ensure it is not available for general use and instead it should be archived and another recording uploaded.
- It is not a standard practice of teachers to remove a student from the online classroom, and we will always allow students to return to the next lesson.

Response to Serious Concerns

Serious incidents, including threats, violence, discriminatory behaviour, harassment, safeguarding concerns or conduct that places any person at risk, may be escalated immediately to senior staff and the Designated Safeguarding Lead without progressing through all stages of the behaviour process.

Where necessary, mentoring arrangements may be reviewed, amended or suspended pending investigation.

Possible Consequences

Depending on the nature and severity of the concern, actions may include:

- Behaviour support meetings.
- Parent/carers meetings.
- Individual behaviour plans.
- Increased supervision.
- Temporary restrictions on communication functions.
- Review of mentoring arrangements.
- Temporary suspension of mentoring sessions pending investigation.
- Review of ongoing placement or provision where concerns remain significant despite intervention.

Nisai aims to support all students in understanding and meeting behavioural expectations. Where concerns arise, staff will work collaboratively with students, parents/carers, customers and relevant professionals to promote positive outcomes while maintaining a safe learning environment for all.

Review Date: September 2027

Policy owner	Chief Operating Officer
Version	1
Review date	August 2027 or sooner, following statutory guidance changes, inspection findings, serious safeguarding incidents or organisational change.