



Participation Policy

2025/2026

Policy issue and updates

Pages	Issue number	Date
New policy	1	December 2025

The following policy has been approved by the CEO, COO, and Governing Board of Directors.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by CEO: December 2025

Board signatory: 

Planned Review: August 2026

1. Policy Overview

- 1.1 Progress Community is an online school built on relationships, belonging and purposeful learning. This framework sets out the shared expectations that help our digital classrooms remain safe, respectful and effective spaces for all students and staff.

Rather than a traditional behaviour policy, this document describes:

- The behaviours that support positive online learning
- The practical actions staff may take if expectations are not met
- How students are supported to re-engage successfully

The emphasis is on clarity, consistency and restoration, with decisive steps that are easy to understand and proportionate to the context.

2. Scope

- 2.1 This framework applies to:
- All students enrolled at Progress Community
 - All staff, tutors and mentors delivering online provision
 - All online learning spaces, including live lessons, breakout rooms, chats, forums, emails and learning platforms

3. Legal and regulatory framework

- 3.1 This framework operates in line with, and has regard to, the following statutory guidance and legislation:
- Education Act 2002
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Children Act 1989 and 2004
 - Keeping Children Safe in Education (latest statutory guidance)
 - Working Together to Safeguard Children
 - Online Safety Act 2023
 - UK GDPR and Data Protection Act 2018
 - SEND Code of Practice: 0–25 years

- 3.2 Progress Community recognises its duties to safeguard children, promote equality, make reasonable adjustments, and ensure that expectations are applied fairly, proportionately and lawfully within an online learning context.

4. Our community principles

- 4.1 All members of Progress Community are expected to:
- Be respectful in words, tone and actions
 - Engage honestly and appropriately with learning
 - Follow staff instructions in online sessions
 - Protect their own safety and the safety of others
 - Use technology responsibly and for learning purposes

These principles apply regardless of age, ability or pathway.

5. Expected online behaviours

- 5.1 Students are expected to:
- Join sessions on time where possible
 - Use appropriate language and tone
 - Keep cameras, microphones and chat functions used as directed by staff
 - Remain on task and avoid disruptive online activity
 - Treat staff and peers with respect
 - Not record sessions or share content without permission
 - Not use the platform to intimidate, harass or exclude others

Progress Community recognises that some students may need support to meet these expectations consistently.

6. Supported and decisive staff actions

- 6.1 Progress Community does not operate a points, warning or sanction ladder. Instead, staff use clear, proportionate actions that prioritise learning and safety.

Stage 1: Gentle Direction

Used when behaviour is low-level or emerging.

Staff may:

- Clarify expectations verbally or in chat
- Redirect the student to the task
- Offer reassurance or brief support

The aim is immediate re-engagement.

Stage 2: Clear Boundary and Choice

Used when behaviour continues or escalates.

Staff may:

- Name the behaviour and the expected alternative
- Offer a clear choice (e.g. re-engage appropriately or step away briefly)
- Mute microphones or restrict chat temporarily

The aim is to prevent disruption and support self-regulation.

Stage 3: Temporary Removal from the Learning Space

Used when behaviour significantly disrupts learning or risks safety.

Staff may:

- Remove the student from the live session
- Place the student in a waiting room or supervised alternative activity
- End participation for the remainder of the session

The aim is to stabilise the learning environment while maintaining dignity.

Stage 4: Follow-Up and Support Planning

Used when patterns emerge or concerns persist.

Actions may include:

- Follow-up conversation with the student
- Communication with parents/carers
- Review of support needs or reasonable adjustments
- Agreed re-entry plan for live sessions

The aim is long-term re-engagement and success.

Stage 5: Senior Review

Used for serious incidents or repeated difficulties.

This may involve:

- Review by senior staff
- Temporary changes to timetable or delivery mode
- Multi-agency discussion where appropriate

Any decisions will be proportionate, time-limited and communicated clearly.

- 6.2 Progress Community utilises online staff on a rota to support students who leave/are removed from an online environment. The teaching staff member will contact the rota-based staff who will pick up support immediately.

7. Safeguarding and serious concerns

- 7.1 Any behaviour that raises safeguarding concerns, including:
- Threats or harm
 - Sexualised language or content
 - Bullying or harassment
 - Hate-related language
 - Sharing of inappropriate material

will be managed under Progress Community's safeguarding procedures and may bypass the stages above.

7A. Cloud+ Safeguarding and Monitoring Software

- 7A.1 Progress Community uses Cloud+ safeguarding software on secure school-issued laptops to support online safety and safeguarding. Cloud+ enables staff to:

- View student screens in real time during live learning sessions
- Receive automatic alerts when concerning terms or phrases are searched or typed (for example references to suicide, self-harm, weapons or violence)
- Track online activity and device movement on secure laptops to help identify potential safeguarding risks

The use of Cloud+ supports early identification of concerns and enables timely, proportionate intervention in line with safeguarding procedures.

7A.2 Purpose and use

Cloud+ is used to:

- Protect students from harm
- Support staff to respond quickly to safeguarding concerns
- Maintain safe and appropriate use of school technology

It is **not** used for surveillance or disciplinary monitoring beyond safeguarding, safety and learning expectations.

7A.3 Proportionality and privacy

Progress Community recognises the importance of privacy and dignity. Use of Cloud+:

- Is proportionate and risk-based
- Is limited to school devices and school activity
- Is overseen by trained staff
- Complies with UK GDPR and data protection requirements

Any alerts generated are reviewed by appropriate staff and managed in line with the Safeguarding and Child Protection Policy.

Parents and students are informed about the use of safeguarding software as part of device and online safety agreements.

8. SEND and individual needs

8.1 Progress Community recognises that behaviour is often a form of communication.

Staff will:

- Make reasonable adjustments
- Consider trauma, anxiety and neurodiversity
- Work with families and professionals to support engagement

Expectations remain consistent, but responses are personalised.

9. Student voice and repair

- 9.1 Where appropriate, students will be supported to:
- Reflect on what went wrong
 - Understand the impact of their actions
 - Repair relationships and rejoin learning positively

Restorative conversations are preferred to punitive approaches.

10. Recording, monitoring and information sharing

10.1 Recording

Significant incidents, repeated concerns, and actions taken under this framework may be recorded in line with:

- Safeguarding procedures
- Data protection requirements
- Internal quality assurance processes

Records are factual, proportionate and stored securely.

10.2 Monitoring and quality assurance

Progress Community uses behaviour and engagement information to support continuous improvement. Senior leaders:

- Review patterns of removal from sessions or repeated disengagement
- Monitor trends across cohorts, pathways and staff teams
- Identify where additional staff training, guidance or support is required
- Ensure consistency and proportionality of responses

This information is used to strengthen provision, not to penalise students.

10.3 Information sharing

Information is shared on a need-to-know basis with:

- Relevant staff
- Parents or carers
- External agencies where safeguarding thresholds are met

All information sharing complies with data protection legislation.

11. Related policies

- Safeguarding and Child Protection Policy
- Online Safety Policy
- SEND Policy
- Complaints Policy
- GDPR and Data Protection Policy