

STRATEGIES FOR MANAGING BEHAVIOUR IN THE ONLINE LEARNING ENVIRONMENT

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Many students who find traditional classroom environments difficult can engage positively online. Remote learning may reduce some physical or sensory distractions and provide a more individual and predictable environment. However, online learning does not remove barriers to engagement. Behaviour should always be considered in the context of the student's needs, SEND, anxiety, wellbeing, communication and circumstances.

Positive and Preventative Approaches

- Build a calm, respectful relationship and make lesson routines and expectations clear.
- Use specific praise and positive reinforcement verbally and through approved classroom tools.
- Keep instructions clear and manageable; offer choices, a short break or a reset where appropriate.
- Consider whether behaviour is communicating anxiety, frustration, overload, misunderstanding or difficulty accessing the work.
- Use agreed reasonable adjustments for SEND/additional needs and avoid public confrontation or prolonged arguments in group lessons.

If Behaviour Becomes Disruptive or Persistent

1. **Remind and redirect** - Give a calm, clear reminder of the expected behaviour and an opportunity to re-engage. Praise positive change.
2. **Adjust classroom privileges if necessary** - Where behaviour disrupts learning or tools are misused, temporarily restrict relevant functions such as microphone, chat or whiteboard access. Explain why and restore access when appropriate.
3. **Remove from the live session if required** - If behaviour remains significantly disruptive, abusive or unsafe despite reasonable de-escalation, the student may be removed. Report the incident promptly to Apricot so it can be reviewed with the commissioning body and/or parent/carer and a strategy agreed.
4. **Record and follow up** - Record relevant incidents factually. Lesson recordings may support review where appropriate. Re-entry should focus on restoring engagement, clear expectations and any support or adjustments required.

Bullying, Abuse and Safeguarding

Bullying, harassment and discriminatory or abusive behaviour must always be challenged. Students affected must be supported and reassured that concerns are taken seriously. Follow-up should be proportionate, restorative where appropriate and consistent with Apricot procedures.

Some behaviour is not simply a behaviour-management matter. A disclosure or reference to self-harm/suicide, abuse, exploitation, sexualised behaviour, threats of serious harm, hate/extremist material, grooming, intimate images or anything suggesting a child may be at risk must be reported immediately under the Child Protection and Safeguarding Policy. Do not investigate the concern yourself.

Apricot's designated person for behaviour management is Jodie Phillips 01242 604985