BEHAVIOUR POLICY

Promoting Islamic Character, Respect, Responsibility and Excellence in Learning

Applies to: All Pupils, Staff, Parents and Guardians

Nurturing A'daab • Respect • Responsibility • Excellence

Positive Behaviour Principles

At **iSchool Online Ltd**, we believe that positive behaviour, good manners, and respect for others are essential for a safe and nurturing learning environment. Our approach is guided by the teachings of the Qur'an and the Sunnah, encouraging students to emulate noble character in all aspects of school life.

Qur'anic Guidance

On the character of the Prophet ﷺ:

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ
"And indeed, you are of a great moral character." — Surah Al-Qalam (68:4)

Hadith Guidance

On the purpose of the Prophet ﷺ's mission:

إِنَّمَا بُعِثْتُ لِأُتَمِّمَ مَكَارِمَ الْأَخْلَاقِ
"I have only been sent to perfect good character." — Sahih Muslim, Hadith 1829

On treating others well:

لَا يُؤْمِنُ أَحَدُكُمْ حَتَّى يُحِبَّ لِأَخِيهِ مَا يُحِبُّ لِنَفْسِهِ
The Prophet ﷺ said: *"None of you truly believes until he loves for his brother what he loves for himself."* — Sahih al-Bukhari, Hadith 13

Students are encouraged to follow the Prophet ﷺ as a model of honesty, patience, humility, and kindness in all interactions.

Policy Principle

Students at iSchool Online Ltd are expected to:

1. Treat all members of the school community with kindness, respect, and fairness.
2. Demonstrate honesty, patience, and forgiveness in interactions with others.
3. Follow the example of the Prophet ﷺ in their manners, speech, and conduct.
4. Use polite and positive language, avoiding harmful or disrespectful behaviour.

By adhering to these principles, students contribute to a positive, safe, and respectful online learning environment.

Policy Aims and School Vision

iSchool, mindful of its accountability to the Almighty, aims to provide the best possible future for our children. We believe that love, encouragement and understanding are imperative to a child's overall development, as well as promoting moral and accountable conduct. All children regardless of gender, colour or creed deserve the best possible start. Our core values aim to develop children to become confident in their identity as Global Citizens with an enduring desire to perform their religious duties, live in harmony with fellow citizens and contribute positively to the social, political and economic well-being of their country and globally. We want our children to be good Muslims who in the tradition of our beloved Prophet Muhammad (salallahu alaihi wasalam) will lead by example not simply by dictation.

Our Ethos

iSchool is an independent Islamic educational establishment. We take pride in our reputation, caring ethos and friendly atmosphere. "iSchool", in recognition of the pivotal role staff play in the school. This sentiment is at the core of our belief that, as a school community, we have a responsibility to nurture and develop the talents of each individual to fruition. As a school community, we believe in our CORE values of Commitment, Opportunity, Respect and Excellence. We are inspired by these values to celebrate success in all we do.

Our Ethos and teachers believe in creating a positive impact on those they teach as well as those around them, education is not just about teaching content but it also involves being able to create a positive impact which ensures students want to learn and more importantly enjoy learning.

At iSchool we also believe:

- A child's education is the single most important consideration for any parent or carer.
- At iSchool, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.
- We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future. iSchool believes that these are the foundations on which we build and plan our lives.

Our Vision and Aims

At iSchool Online, we welcome students with varied plans, including attending university, college, obtaining an apprenticeship, or going into the workplace. Being part of iSchool allows children to be part of our rich and varied student community through an inclusive and positive approach that maintains high expectations of all our students with their own aspirations. Our vision and aims at iSchool welcome students with a variety of prior education experiences and with varied aims. This is fundamental to what we do - our vision is to be a flexible base for all students and so we seek to offer a curriculum and experience that allows students to pursue learning interests, fits around other priorities and gives them the structure needed to work towards their goals. We seek to create the conditions for this – a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child. We have core aims that underpin this vision. They are to:

- provide a high quality, positive and inclusive learning experience and environment that inspires all students to discover, develop and fulfil their potential and make outstanding progress in their learning whatever their starting point.

- promote desirable behaviour and a culture of mutual respect and maximum engagement in learning through our actions and wider culture.
- recognise the successes and development of each student, be it social, emotional, academic, or otherwise, that develops self-esteem, and respect for self and others. There are some broader themes to our vision that are worth detailing:

Participation: We believe educational success comes from students actively participating in learning through attending live classes or using lesson recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of improvement and contribution to community that ultimately makes everyone's impact on the world a positive one.

Holistic development: In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep school free from more negative instances that might occur in other settings such as bullying or disruption. Our teaching is rooted in relational practice, to support our students in feeling welcomed and encouraged in every lesson.

Inclusivity and flexibility: We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

Student Code of Conduct

Conduct in this policy refers to any actions performed by any members of the student community. It includes behaviour in online classrooms, on our platforms and in all the spaces iSchool provide for students to learn and interact in. It encompasses how students' study, communicate with staff and peers, socialise, and interact, use all technology where it impacts school life, their conduct beyond the classroom and other areas of their conduct that reasonably fall within the remit of school. Necessarily it includes all behaviour that has an impact on other students in the community and other students' ability to learn and thrive in school.

An important part of developing a positive learning culture that allows every student to feel safe and thrive is to make sure students know what is expected of them in school. We want students to work towards always conducting themselves in line with our school values:

- Potential - being the best version of yourself
- Curiosity - always seeking to learn and improve
- Respect - appreciating that we are all different
- Kindness - acting with integrity and care for others
- Individuality - having your own aspirations
- Flexibility - being adaptable and putting in effort

To help students understand how these values look in practice, the Student Code of Conduct below outlines the conduct expected of students and that which they agree to by being members of our student body. It is supported by our School Charter, which summarises the expected approaches of

students to their learning and how this is supported by their parents/carers /mentors and school/educational provision.

Students will:

1. Enter live lessons classroom punctually and positively, engaging with prepared learning activities.
2. Catch up on missed sessions and take responsibility for knowing how to use the learning platform.
3. Attend or view all pastoral sessions (assembly, tutor time, etc.) to ensure they are aware of and engaging with content to support personal development.
4. Prepare adequately for classes and assessments, taking responsibility for planning work and revision out of class.
5. Work independently and ask for support when unable to resolve challenges or stuck with learning.
6. Take pride in their work, participating in class activity and submitting apply task work that is the result of sincere personal effort.
7. Submit work that is their own and not plagiarised or copied from other sources
8. Submit set work by the deadlines and to the best of their ability (unless exempt), communicating with teachers where additional support or issues arise.
9. Engage with peers and the teachers actively in class and when instructed using the learning platform tools, this includes microphone and camera functions and break out rooms (unless exempt).
10. Value and respect the contributions of peers and teachers, understanding that in our international school and our online alternative provision, students come from different contexts and have different values.
11. Share opinions in a calm and appropriate manner, challenging others respectfully when required.
12. Respond in a timely and courteous manner to the teacher when communicated with, both in lesson (e.g. chat, Q&A) and outside of lesson (e.g. email, feedback).
13. Use all communication tools in a positive, polite, constructive, and focused manner.
14. Use all school and associated platforms sensibly and respectfully, following guidelines for acceptable use and not communicating in a way that bring the school into disrepute.
15. Taking responsibility for their actions and behaving with self-control so that everyone can be proud of our community.
16. Not disrupt the learning of others through misuse of systems or inappropriate communication or behaviour. This includes behaviour that directly and unreasonably distracts other students from their learning or that requires the teacher to respond, thereby taking up their capacity to support other learners.

- Accept that the school will take decisions on the behaviour of individuals or groups of students in accordance with this policy
- Report all incidents of poor conduct witnessed or affected by school staff so we can maintain an inclusive and kind school community.
- Do nothing to endanger a healthy, safe, and secure online environment. This includes using the internet and social media in a safe, appropriate, and positive way and by not taking part in any form of ‘cyberbullying’ (that which takes place online or through on social networking sites, messaging apps, direct messages, gaming sites, chat rooms, other websites, etc.).

Promoting desirable behaviour

At iSchool we know the power of recognition, norms, incentives, routines, boundaries, and consequences in encouraging brilliant conduct. This section outlines the approaches we use to harness these.

Norms are types of behaviour that are expected and considered to be typical in a community. At iSchool we define and explain the norms of student behaviour to our learners - our Student Code of Conduct, assemblies, reports, teacher explanation, class activity set up, praising effort and success in class and more widely, celebrating student work and effort in class and in events. When repeated we can help student to develop habits that make automatic the desirable behaviour that benefits them as learners.

Beyond defining and explaining norms, we are deliberate in our praise and recognition when students uphold the behaviour we want to see. This is so important because we know that all students do things at school that are worthy of recognition and all students have their specific areas in which they excel. It is right to highlight these, so every child feels a sense of success.

We work hard to make sure students who do the right thing repeatedly know their efforts are appreciated. Ways in which we recognise when students do the right thing, achieve well, or display our values include:

- using assembly to identify students with excellent achievements
- praise for student contribution and effort, including issuing credits and achievement points or certificates and lesson by lesson participation & effort marks
- sending recognition messages to parents and carers to celebrate achievements and efforts, and to mentors and students
- sharing when students are doing great things with other students; and
- direct verbal and written feedback on work. We also know that students are motivated by incentives that are both intrinsic and extrinsic. On the one hand intrinsic motivations, such as an inspiring curriculum and engaging pedagogy, promote an internal desire to think deeply and put in effort by stoking students' interest in their learning. These are of huge value. The responsibility to engage with their learning sits with students, with the guidance of teachers, parents, carers, and mentors, but as a school we pride ourselves on having a broad, challenging, and interesting curriculum that motivates and inspires students.

Similarly, extrinsic motivations have an important place in schools. We will be introducing this by offering external recognition and reward that students can enjoy through good effort and conduct. We intend to introduce Achievement Points and to reward students for specific ongoing behaviours we want to see such as sustained effort in class, excellent contribution to class activities, excellent performance on assessments and more. Credits may be used similarly but for more one-off out of class event such as clubs, competitions, student leadership roles. These can be mailed directly to students and parents, giving students the recognition at home that is both deserved and motivational. We will also be introducing Concern Points where staff are not satisfied with a student's conduct to signify that they are not meeting part of the Student Code of Conduct.

This will be discussed with the student and home will be notified so both school and parents/carers are involved in supporting the student to make better choices.

iSchool students receive frequent positive praise in lessons via daily effort & participation grades. Teachers also communicate with the principal about improved effort shown and progress made using weekly feedback.

Our behaviour management system and benchmarking

Having an explicit system for promoting excellent conduct is important for any school. There is significant evidence that a whole school approach that is clear and consistent has an impact on creating purposeful and calm learning environments in which students can thrive. Central to this is a clear vision of what good conduct looks like; explicitly teaching good conduct via lessons; setting up systems and responses to promote good conduct so it becomes routine and upholding high expectations of student conduct.

As an online school, we subscribe to these same aspirations and expectations but have necessary adaptations and tools in place to support our more novel classroom environment. Equally, as an international school and an online alternative provision we are very mindful of upholding clear standards that ensure everyone feels included regardless of location. A staged approach is used to show how we uphold expectations.

Stage 1

Setting the conditions for positive behaviour

We take a positive approach to model the behaviour culture we wish to see at iSchool. We focus on quality first teaching to maximise the potential for good behaviour as students are engaged and stretched in their learning. This includes the approaches outlined above in promoting desirable behaviour. We work hard to make desirable behaviour very likely and easier to adopt so students and the community benefit. This acts to prevent undesirable behaviour occurring in the first place by sustaining a positive culture that makes effort and engagement the norm.

The proactive approach above is also allied with support measures at every stage where behaviour falls below what we might expect. At each stage, the policy outlines indicative support measures for students and families /mentors to help rectify undesirable behaviour and bring the student back to Stage 1. At the heart of this is teaching students about their conduct and its impact on themselves and others.

Stage 2

Individual instances of undesirable behaviour

Stage 2 covers individual incidences where a student needs a reminder of expectations and an explanation about how to redirect their focus more positively. For most this will achieve the desired result. Behaviour is excellent at iSchool; however, we understand that sometimes students need a reminder to correct their behaviour. School and learning can be challenging, and our staff use verbal reminders of our high expectations, and the obligation students have not to stop others learning or the teacher supporting other students. As an inclusive organisation we are mindful of reasonable adjustments and take a

relational approach to supporting young people to thrive, this includes redirection, interventions, and support to help learners.

Examples

- Inappropriate language or comments to the teacher/peer, including showing a lack of respect to others (e.g. insensitive comments – without hurtful intent. Comments with hurtful or malicious intent or deemed abusive will have a more serious consequence).
- Disruption of learning through platform misuse (e.g. sharing irrelevant content in the chat box, on mic, or on camera).
- Non-completion or poor effort in class work that impacts the individual or takes away teacher time from others (e.g. nonparticipation in group work where they are a live learner, and their contribution level shows this is expected).
- Not focusing on work or not submitting Explore tasks, Apply tasks or assessments (inc. cycle tests, summative tests, etc), without communicating a reason.
- Failure to follow the instructions of the teacher.
- Preventing other students from focusing on their work.
- Breaches of the school rules and not fulfilling the Student Code of Conduct.
- Repeated lateness to class.

Possible responses to an individual instances of undesirable behaviour in class or on our platforms.

- **Positive redirection:** Using 'positive redirection' to focus students on the task by asking them directly how they are getting on with the work.
- **Direct reminder:** Directly remind the student of the expectations, explaining how to correct behaviour through a chosen tool – Q&A, chat box, mic, or breakout room. Teachers will use a neutral tone, focusing on the behaviour and what the student needs to do get back on track.
- **Limit peer interaction:** Limit participation for that lesson until they have spoken to the student. This may mean removing chat/mic rights or removing from/to a breakout space away from the class to speak with them to make their expectations clear and gain assurances from the students they will cease the undesirable behaviour.
- **Log concern:** Teachers will set a concern for the student with a short, clear note on the issue, so it is visible to parents.
- **Ongoing limited participation:** In the case of trips or in person activity the same approaches apply but student removal, limited access to activities will mean not being physically involved or present for a period during investigation.

Stage 3

Repeated instances of undesirable behaviour or more serious individual instances

Stage 3 typically covers repeats of those instances listed in Stage 2 where further response is needed to stop students negatively impacting others. Stage 3 also includes one off instances of poor conduct where parental/carer/mentor involvement, restorative work and agreements are needed.

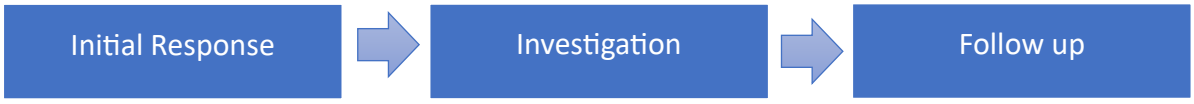
Examples

- All behaviours in Stage 2 that do not stop after support from school or that are deemed more serious and requiring a more elevated response than outlined in Stage 2.
- Persistent disruptive behaviour that prevents other students learning or benefiting from teacher time.
- More serious incidents such as harmful communication or targeting of another student; personal information or misuse of platforms.
- Abusive or rude language to staff, including that which intimidates or harms, some prejudice-based language. Please note most prejudice-based language or highly abusive language are Stage 4.

Possible responses to repeated instances of undesirable behaviour or more serious individual instances in class or on our platforms.

Stage 2 responses will have been attempted and the undesirable behaviour has continued. The teacher's professional judgment may mean Stage 2 should be attempted more than once, there is no imperative to escalate things quickly if they can be dealt with effectively by a less invasive intervention (remaining longer in Stage 2). However, repeated undesirable conduct must have an effective response and not be allowed to continue to impact other students. This judgement – the impact on others, including teacher time, needs to be at the heart of decisions about follow up alongside consideration of a student's individual needs.

Responses to Stage 3 and 4 incidents will occur in these steps:



Initial response [at the time]:

- **Reminder and logging:** Repeat direct reminder of the expectations about conduct and set another concern.
- **Inform Principal:** Discuss the nature of the issue with the principle and teacher, the principle will speak to the student as well as the class teacher to reinforce. The principle will contact the parent by email to report the issue and find a solution.
- **Limit access:** Students will be removed from collaborative tools and spaces as required (e.g. chat and breakout rooms) for a set duration. Teachers can speak to the headteacher to arrange this, and it will be explained to parents/carers/mentors. Teachers and mentors will deal with students on a case-by-case basis. It is important to note that all breaches of this code of conduct are treated very seriously at iSchool and can result in students being removed from lessons and asked to discontinue their studies with the provision.

Investigation:

- Teacher and headteacher kept informed.
- Discussion between teacher and headteacher to establish clarity over the episode and check notes on school systems.

- Initial parent/carer communication to discuss incidents
- Statements and evidence gathering from the student and any relevant others
- Investigation write up onto single investigation document
- Benchmarking and decision about next steps and consequences

Follow up:

Post-Investigation meeting: Meeting arranged between student and their parent/carer with teacher and headteacher to explain the evidence, expected behaviour change, planned consequences, and supports. Staff will be aware of the need to support students with SEND in this process as appropriate. Possible consequences include:

  - continued limited access to collaborative tools
  - agreed home-based consequences
  - adaptations to teaching for student, including notifying other teachers
  - approaches to groupings in class
  - mentoring or other coaching if possible
  - wellbeing signposting
  - parent/carer check-in
- Restorative work: Students will be expected to undertake restorative work to reflect on and explain what they will change, how and why it is important and make a commitment to improve.
- Written confirmation: Headteacher or teacher will write to parents to confirm what has been done and agreed and what next consequences will be if repeated.
- Ongoing monitoring: Staff will check the student is adhering to the agreed behaviours and escalate as appropriate.
- For in person activity, the same approaches apply but removal or limited access means not being physically involved in activities for a period. This may include removal, with parent/carer collection considered.

Stage 4

Continued repeated instances of undesirable behaviour or very serious individual incidents of poor conduct

Stage 4 includes where disruption persists and is thus deemed serious due to its ongoing impact. Stage 4 is reserved also for serious one-off misbehaviour that needs involved intervention and response and consideration of the student's place in school.

Examples:

- All examples in Stage 2 and 3 that do not cease or that are deemed serious and requiring an elevated response. This includes persistent disruptive behaviour that prevents other students learning or benefiting from teacher time.
- Prejudice based behaviour or language that contravenes our values, including extreme attitudes
- This includes comments based on race, gender, sexuality and disability or other features of an individual's identity.
- Malicious, hurtful, or abusive communication to others that is deemed more serious than Stage 3.

- Bullying in all forms - verbal, emotional, cyber, and physical
- Conduct that endangers others physically (e.g. inducement to take risks) or online (e.g. inducing others to commit illegal or dangerous conduct online)
- Highly abusive conduct to students or teachers that significantly impacts others (e.g. verbal abuse/threats).
- Serious misuse of online tools that could seriously negatively impact other students or staff. This includes student behaviour on non-school platforms (e.g. social media) that negatively impact others.
- Any matter that would be referred to UK or local authorities – for example, the police. This includes all behaviour that is illegal under UK law, including but not limited to the perpetrating of or promotion of: sexual misconduct, drug and/or alcohol misuse or the damage to property or theft
- Malicious allegations against staff

Possible responses to continued repeated instance of undesirable behaviour and serious individual incidents of poor conduct.

Initial response [at the time]:

- **Removal:** Student may be removed from the online classroom. Parents/carers will be notified that the student will remain blocked from classes until meeting.
- **Limit access:** Student will be removed from collaborative tools and spaces as required for a set duration. It is highly likely for Stage 4 incidents the student will be barred from using the system whilst it is investigated. This decision needs to be approved by the Senior Leadership Team each time.

Investigation:

- Discussion between principle and teachers to establish clarity over the episode and check school systems.
- Initial parent/carer communication/meeting: For all Stage 4, principle will communicate with home to explain the nature of the issues that have been logged as a concern.
- Statements and evidence gathering from the student and any relevant others
- Investigation write up onto single investigation document
- Benchmarking and decision about next steps and consequences
- Decisions on a student's continuation or exclusion: Any decision to exclude or to change a student's status must be checked with the Senior Leadership Team.
- Fixed term exclusion or permanent exclusion decision: In the most serious incidents or with continued disruptive conduct the decision may be taken in consultation with the Exec. Head to exclude the student for a fixed term or permanently.

Follow up:

- **Post-Investigation meeting:** Meeting arranged between student and their parent/carer with principle and teacher to explain the evidence, expected behaviour change, planned consequences, and supports. Staff will be aware of the need to support students with SEND in this process as appropriate. Possible consequences include those listed in Stage 3.
- **Restorative work:** Students may be expected to undertake restorative work to reflect and explain what they will change, how and why it is important and make a commitment to improve.

The following Stage 4 responses will take place:

- **Change of status:** Decision communicated whether to make the student a library learner only for or fixed or permanent period. IT controls put in place to ensure no live lesson access though student can communicate via email.
- **Behaviour Plan:** Set up in writing with student agreeing to set of clear conditions of behaviour before being allowed lesson access. Plan to include clear objectives. Plan may include reduced timetable or reduced access to learning tools against review points.
- **Final written warning:** The headteacher will confirm what has been done and agreed, including explicitly the behaviour that will not reoccur and what the next consequences will be. They will explain that a repeat may result in either a change in student status or exclusion
- **Ongoing monitoring:** Staff will check the student is adhering to the agreed behaviours and escalate as appropriate.
- For in person activity, the same approaches apply but removal or limited access means not being physically involved in activities for a period. This may include removal, with parent/carer collection considered Or
- **Fixed term or permanent exclusion:** If the decision is to exclude the exclusion process below is followed. The post-investigation meeting will be used as an exclusion decision meeting either to gather more detail before a subsequent meeting or confirm a decision to exclude. The school must satisfy itself that sufficient evidence has been gathered and opportunity to discuss with the parent/carer has taken place.

Breaches of discipline outside school

A student's misbehaviour outside of school can be damaging to the reputation of both the student and the school. Where an incident is reported of a student's poor behaviour beyond the school day, on non-school platforms or not witnessed by school staff, the school will take an evidence-based approach to identify further action. The approaches outlined in this Behaviour Policy above will apply. Where detrimental impact on the school or individuals is identified, Stage 3-4 responses apply (e.g. incidents on non-school sites or social media). iSchool will report any actions which it believes amount to criminal activity to the police. If the school believes a student may have taken drugs, it will inform the emergency services. Sexual offences will be reported to the police, including in cases where a student is suspected or alleged to have committed such an offence. The alleged victim's parents will be spoken to whenever possible and told that the police have been informed.

Exclusions

The decision to exclude a student for either a fixed term or permanently is not taken lightly, it is a response to serious misconduct. We are inclusive of all learners, which means ensuring a calm, purposeful and enjoyable learning environment so that all students and staff to focus on learning and feel safe. This means dealing with the conduct of students that harms the wellbeing of others. iSchool is entitled to enforce the agreements in the contract of engagement signed by parents and carers, including that students will not engage in a serious breach of school rules and that parents will promote good behaviour in their child. The school may exclude a student where these agreements are contravened.

Reasons for exclusion

All behaviour that falls under Stage 4 is considered grounds for exclusion, including all examples in Stage 2 and 3 that do not cease or that are deemed serious and requiring an elevated response. This includes persistent instances of disruptive behaviour that prevent other students learning or

benefiting from teacher time. This policy includes the consideration of conduct outside of school time, where such conduct might be considered to harm iSchool's reputation.

Where a student's conduct falls short of our standards repeatedly or is sufficiently serious a form of exclusion may be used. The main forms of exclusion used will be:

- Alternative status: permanent or temporary move to library learner status with no access to live lessons
- Fixed term exclusion
- Permanent exclusion

Fixed term exclusion

Access to school systems may be temporarily removed whilst an investigation is completed as a neutral act.

The fixed period is at the discretion of the school. Alternatives may be sought such as a change in status and access to school systems. The maximum fixed term exclusion is usually five days with the caveat that any further disciplinary offence will put the student's position at the school in jeopardy. Work will be set for a child to do during the exclusion period together with a reintegration meeting post-exclusion. The school will ensure that a student with a disability or special educational need is able to communicate concerns. A fixed term exclusion cannot be prevented or stopped by a parent/carer or student – it is a school decision. However, the parent/carer has the right put on record their view of the decision in writing to the Head.
Since fixed term exclusion should always be regarded as a warning that permanent exclusion may follow all students, and their parents should clearly understand the consequences of permanent exclusion.

Permanent exclusion

Parents may be required to remove the student permanently from the school if the Headteacher is of the opinion that the student's conduct and its impact on others warrants this course of action. In making decisions about exclusion the Headteacher will consider any circumstances such as additional learning needs, or disabilities that may be relevant as well as any representations made by the parents. Following any meeting or correspondence about exclusion, parents will be informed immediately with confirmation of the decision in writing, including the reason. Parents have the right to appeal outlined below.

Exclusion procedure

- Parents/carers and students will be informed of this decision in writing, with the consequences explained. Exclusion is a process not an event and so the following steps will have been undertaken by senior staff at iSchool.
- Behaviour policy applied: As appropriate and relative to the behaviour, the actions, support, and consequences of Stage 1-4 will be used.

- Communicate concern: Communication will have been made with home to flag and discuss behaviour issue.
- Restorative work and discussion with the student, sometimes via the parent/carer, will have taken place to seek to change the behaviour (unless this is a single serious incident).

- A behaviour plan or a change to the student's status in school: This may have been used to prevent negative impacts on other students and encourage the student to improve. The school has the right at any time to remove live learner status in response to reasonable concerns about behaviour, this includes as part of a student's return to school after exclusion. There is no right to appeal a change in status as adequate education is provided.
- Exclusion: A decision to exclude may have been taken.

Internal Review / Right of Appeal

iSchool Online Ltd is committed to ensuring that all disciplinary decisions are fair, transparent, and reasonable. This section sets out the procedure for parents/carers to request a review of a decision to suspend or permanently remove a student.

Requesting an Internal Review

Parents/carers may request a review by submitting a written request within 5 working days of receiving written notification of the decision. The request should include:

- the decision being challenged;
- reasons why the decision should be reconsidered;
- any supporting information or evidence.

Conduct of the Review

The internal review will be carried out by an Appeals Panel, consisting of the Headteacher and/or a Director of iSchool Online Ltd not directly involved in the original decision, wherever reasonably possible. The panel will consider:

- the circumstances surrounding the original decision;
- evidence provided by the parents/carers;
- compliance with the school's Behaviour Policy and procedural fairness.
- Outcome of the Review

The Appeals Panel may:

- uphold the original decision;
- vary the terms of a suspension;
- impose conditions for return;
- overturn the decision and reinstate the student;
- implement any alternative resolution the panel considers reasonable.

The decision of the Appeals Panel will be final under the school's internal procedures.

Financial Liability

iSchool Online Ltd accepts no financial liability arising from suspensions or permanent removal, including any loss, refund, or adjustment of fees, which will be determined solely in accordance with the school's Terms and Conditions.

Complaints

This internal review process does not prevent parents/carers from raising concerns under the school's Complaints Policy, where appropriate.
As an independent school, iSchool Online Ltd has no external statutory right of appeal equivalent to maintained or academy schools.

Linked Polices

- Admissions Policy
- Anti Bullying Policy
- E-Safety Policy
- Inclusion: Equality, Diversity, Inclusion and Belonging Policy
- Safeguarding Policy
- SEND Policy

Appendix 1: Roles and responsibilities

We place the student at the centre of our community and ensure that all those people that are engaged in the education and welfare of the pupil are encouraged to take a close interest in the development, learning, progress, and achievements of the pupil. All stakeholders have a role to play in promoting excellent participation and behaviour:

The Senior Education Team: Heads of Key Stage reporting to the Executive Headteacher

- Is responsible for reviewing and approving the Behaviour Policy.
- Will monitor the policy's effectiveness and hold staff accountable, where appropriate, for its implementation.
- Will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour using agreed systems, approaches, and actions.
- Lead on the development of an ethos that is committed to inclusivity, recognition, excellence, and positivity.
- Ensure all staff are equipped to implement the Behaviour Policy and maintain high standards of teaching and student support
- Lead on the consistent, accurate and robust implementation of this policy in their areas, ensuring all teachers, tutors and students meet the expectations of the policy

Heads of Subject and Heads of Year

- Lead on the consistent, accurate and robust implementation of this policy in their areas, ensuring all teachers, tutors and students meet the expectations of the policy
- Model high standards of punctuality and conduct, living the school values as leaders and promoting our positive ethos through their leadership and support of colleagues and students.
- Respond adaptively to information and data about behaviour and behaviour events to resolve issues and create a positive environment that champions participation in learning and high effort.
- Make use of school information systems to gather and analyse student data relevant to monitoring, managing, and intervening in their areas to maintain high standards of conduct and ensure their teams do the same.
- Communicate effectively with parents/carers/mentors to involve them in sustaining a positive learning environment, recognising success, and resolving concerns with their child. Support colleagues to communicate and resolve issues in a timely and effective manner.

- Monitor standards of conduct and participation in their area and implement plans to continually improve and systematically recognise desirable behaviour, using available technology as appropriate.

Leaders of learning/teachers/other student facing staff:

- Consistently, accurately, and robustly implement this policy, ensuring they use agreed systems using agreed systems, approaches, and actions (including, but not limited to, recognition and rewards alongside support and consequences) to enable their students meet the expectations of the policy.
- Model high standards of punctuality and conduct, living the school values and promoting our positive ethos through to students and their families.
- Hold high expectations of student participation, effort, and communication, guiding them to achieve their very best and to never impinge on the learning of others negatively.
- Communicate expectations about conduct, participation, and effort explicitly and reinforce with recognition, praise, challenge, and explanation in class and on agreed platforms.
- Record relevant positive and negative conduct on agreed school systems for monitoring purposes and to notify parents/mentors.
- Make use of information and data supplied by line managers and colleagues to respond to student needs and behaviours in a positive manner that promotes effort and participation.
- Communicate effectively with parents/carers/mentors and colleagues to involve them in sustaining a positive learning environment, recognise success and resolve concerns about their child in a timely and effective manner.
- Plan and teach inclusively with known student prior experiences and needs in mind so that every child in your class can develop academically and personally.
- Act in a way that safeguards and promotes the welfare of children, including ensuring children have a safe environment in which to learn and achieve the best social, emotional, and academic outcomes possible.

Parents/Carers/Mentors

- Support their child in adhering to the iSchool Behaviour Policy, notably the Student Code of Conduct.
- Ensure their child has the conditions, space, and time to focus on their work at home/an agreed location(s) and check that they are completing it to the best of their ability by the deadlines set.
- Discuss with their child at home/students in educational settings any incidences of desirable conduct and all incidences of inadequate behaviour that they discover or that are communicated by the school.
- Keep up to date with achievement and behaviour information on their child by primarily using Parent/Mentor Portal to view specific information on their child and engage with 'Parental Information'/Information for Mentors shared on that platform.
- Read and where appropriate responding to school communications via email, phone, reports and by attending parent/carer consultations.
- Work with their child to develop good habits and routines that support learning and holistic development.
- Discuss any behavioural concerns they have with relevant school staff promptly and inform the school of any changes in circumstances that may affect their child's behaviour.

- Support the school's implementation of its Behaviour Policy to promote desirable behaviour and address unacceptable behaviour, including decisions in relation to your child's behaviour including responding to communications about your child's conduct; engaging in discussions and attending meetings to understand and support your child's behaviour all with an understanding

of the overall aim to sustain excellent conduct in both schools to promote a safe and calm learning environment for all.