

BEHAVIOUR AND ONLINE CONDUCT POLICY

High standards of adab and learning in every virtual classroom

ACADEMIC YEAR 2026 – 2027

Policy name	Behaviour and Online Conduct Policy 2026–2027
Applies to	All pupils, parents, staff, trustees and volunteers of Tarbiyyah Global Academy
Policy owner	Pastoral and Behaviour Lead
Approved by	Ustadh Abu Zayn Haneef Sandhar, Headteacher
Agreed with	The Chair of Trustees, Tarbiyyah Education Trust
Date of issue	September 2026
Next review due by	August 2027
Basis	Tidied and updated from the Tarbiyyah Global Academy Behaviour and Online Conduct Policy draft (September 2026), which was adapted from the Tarbiyyah Secondary Behaviour Policy
Read alongside	Live Lesson Protocols; Anti-Bullying and Cyberbullying Policy; Online Safety and Acceptable Use Policy; Academic Integrity and Secure Assessment Policy; SEND and Inclusion Policy; Child Protection and Safeguarding Policy
Availability	Published on the Academy website and Parent Portal. Available in large print or another accessible format on request.

CONTENTS

1. Purpose
2. Scope
3. Roles and Responsibilities
4. Promoting Positive Behaviour: the Merit System
5. The Consequence System (C1–C5)
6. Matrix of Online Expectations
7. Probationary Period for New Pupils
8. Suspension and Permanent Exclusion
9. Pupils with SEND
10. Off-Platform Conduct
11. Monitoring and Review

1. Purpose

Tarbiyyah Global Academy aims to be a calm, well-ordered and supportive online school in which every pupil can

learn and every teacher can teach. Our standards of conduct are rooted in adab and akhlaq and in our RECIPE values — **Resilience, Eeman, Contentment, Integrity, Progress and Excellence** — and are applied consistently in every live lesson, assembly, club and Academy platform.

We recognise that behaviour and engagement online are closely linked to a pupil's circumstances: an unsuitable home study space, technical difficulties, unmet special educational needs, social, emotional or mental health needs, or upheaval at home. Our first response to poor behaviour is therefore to understand it; our second is to address it firmly and fairly.

2. Scope

This policy applies to all pupils during live lessons, assemblies, form times, clubs, assessments and events, and to all use of Academy platforms (Microsoft Teams for Education, the Student Portal and Academy email). It also applies to conduct outside Academy platforms where that conduct affects another member of the Academy community, poses a safeguarding risk, or seriously damages the Academy's reputation.

3. Roles and Responsibilities

Role	Responsibilities
All staff	Model adab; resolve low-level disruption at source using private correction and platform tools; apply rewards and consequences consistently; record significant incidents the same day
Subject teachers	First point of contact for conduct and engagement in their lessons; contact parents early about emerging concerns
Form tutors	Monitor attendance, punctuality, camera use, conduct and wellbeing daily; coordinate support
Pastoral and Behaviour Lead	Support staff, conduct lesson drop-ins, lead reflection sessions and pastoral plans, analyse patterns
Headteacher	Ensures consistency and the Islamic ethos; holds sole authority to suspend or permanently exclude
Trustees	Ensure the policy is lawful and fair; form the independent panel for exclusion reviews
Parents	Provide a suitable study space and device; ensure punctual attendance with camera working; support the Academy's standards at home
Pupils	Follow the Live Lesson Protocols and this policy; treat everyone with respect; act with integrity

Adab of correction

To keep the virtual classroom calm and respectful, staff will:

- correct privately first — through a direct message or a brief private conversation — rather than in front of peers;
- never raise their voice or use sarcasm or humiliation;
- give a clear warning before any consequence, except where there is an immediate safety risk;
- allow a pupil a moment to regulate before discussing behaviour.

4. Promoting Positive Behaviour: the Merit System

Good conduct, effort and character are noticed and celebrated. Merits are awarded through the Student Portal and are visible to pupils and parents.

Level	Value	Examples
M1	Daily consistency — 1 merit	Punctual, prepared, camera on, respectful chat, homework on time
M2	Going further — 2 merits	Outstanding work or contribution, helping peers in group work, marked improvement
M3	Exceptional ihsan — 3 merits	Leadership, service or charity initiatives, exemplary integrity

Award	Cumulative merits
Bronze Badge	50
Silver Certificate	100
Gold Certificate	150
Bookshop voucher	175
Platinum Badge	200
End-of-year virtual celebration	250

Merits also contribute to House points. Achievements are celebrated in half-termly virtual merit assemblies and in termly reports to parents.

5. The Consequence System (C1–C5)

Consequences are proportionate, consistent and always explained to the pupil privately.

Level	What happens	Escalation
C1	A private verbal or chat warning in the lesson	A repeat in the same lesson moves to C2
C2	A second warning; the pupil may be moved to a supervised breakout room for the rest of the activity	Three C2s in a week trigger a pastoral conversation and a C3
C3	A virtual reflection session with the Pastoral Lead outside lesson time (30 minutes for punctuality, homework or home-environment issues; 45 minutes for behaviour)	Three C3s in a half term lead to a parent meeting and a monitoring report
C4	Removal from the live lesson; the pupil completes set work independently and attends a supervised catch-up session	Three C4s in a half term lead to a review for suspension
C5	A serious incident: immediate suspension of platform access pending Headteacher review, with a parent meeting	Repeated C5s lead to a review for permanent exclusion

A pupil who misses a reflection session without good reason repeats it the following day; persistent

non-attendance escalates to C4 and a parent call.

Repeated concerns

Where the same concern is logged three times in a half term, parents are invited to a video meeting with the Pastoral Lead before the pupil continues with a support plan. The Academy may ask a parent to sit silently alongside their child in lessons for an agreed period.

6. Matrix of Online Expectations

Ref	Expectation	Usual consequence
1	Join every live lesson on time, camera on, from a quiet and suitable space	C1–C2
2	Be prepared with books, equipment and the right Teams files open	C2
3	Follow the modest dress standard for camera-on lessons	C2
4	Keep phones away during lessons	C2–C3
5	Stay muted unless invited; use raise hand or chat to contribute	C1–C2
6	Follow instructions the first time	C1–C4
7	Do not disrupt learning (spamming chat, unmuting noise, misusing reactions or whiteboards)	C1–C4
8	Keep other apps, games and tabs closed	C1–C2
9	Submit set work on Teams Assignments by the deadline	C2–C3
10	Use respectful language at all times	C1–C5
11	Never record, screenshot or share lessons or images of others	C3–C5
12	Never misuse shared resources, other people's accounts or Academy systems	C3–C5
13	Act honestly in all assessments	See the Academic Integrity Policy

7. Probationary Period for New Pupils

All new pupils join on a probationary basis for their first half term. Progress, conduct and engagement are monitored closely, with regular feedback to pupils and parents and a formal review at the end of the half term. Where a pupil has SEND, the SENCO takes part in the review, which considers whether agreed adjustments were in place. If the probationary period is not successful, parents are told at a video meeting and in writing; the remainder of the term is a notice period and enrolment ends at the end of that term. Parents may make representations under the Complaints Policy.

8. Suspension and Permanent Exclusion

Only the Headteacher may suspend (temporarily remove platform access) or permanently exclude a pupil. Decisions are lawful, reasonable, fair and proportionate, and take account of any SEND, disability or safeguarding needs.

Examples that may lead to suspension

- Persistent refusal to follow Academy rules
- Swearing or abusive language in lessons or chat
- Serious disruption of others' learning
- Bullying, including cyberbullying, or harassment related to race, religion, sex or any protected characteristic
- Unauthorised recording, screenshotting or sharing of lessons, staff or pupils
- Serious academic dishonesty in a formal assessment
- Deliberate mockery or belittling of staff

Examples that may lead to permanent exclusion

- Persistent behaviour of the type above, where support has not succeeded
- Threats of violence toward a pupil or member of staff
- Serious or malicious cyberbullying causing significant harm
- Hacking, sabotage or serious misuse of Academy systems or other users' accounts
- Sharing extremist, sexual or otherwise harmful material on Academy platforms
- Any matter requiring police involvement

Procedure

Parents are informed the same day, by phone and in writing, of the reason, length and arrangements for work during a suspension. A reintegration meeting is held before the pupil returns, followed by a two-week monitoring report. For a permanent exclusion, parents may ask for the decision to be reviewed by a panel of trustees who were not involved; they are told how to do so in the decision letter. The Academy will not remove a pupil from roll until it knows where the child's education will continue.

9. Pupils with SEND

The Academy makes reasonable adjustments to this policy for pupils with SEND or a disability, for example agreed camera arrangements, movement breaks or adapted reflection sessions. Adjustments are recorded in the pupil's support plan and shared with teachers.

10. Off-Platform Conduct

Where a pupil's conduct outside Academy platforms — for example on personal social media or messaging apps — seriously affects another member of the Academy community, poses a safeguarding risk, or brings the Academy into serious disrepute, the Headteacher may apply this policy.

11. Monitoring and Review

The Pastoral and Behaviour Lead analyses merits, consequences and patterns each half term, including by year group, SEND and other characteristics, to ensure fairness. The policy is reviewed annually.

Approved by: Ustadh Abu Zayn Haneef Sandhar, Headteacher

Next review due: August 2027 · Tarbiyyah Global Academy · A British education, rooted in faith