Tarbiyyah Global Academy

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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	1 September 2026 (version 1.3)
Next review due by	31 August 2027
Basis	Tidied and updated from the Tarbiyyah Global Academy Behaviour and Online Conduct Policy draft (September 2026)
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.

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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 Tarbiyyah Compass values, which spell IHSAN (Ilm, Honesty, Sabr and shukr, Adab, Niyyah), 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 (the Academy's live-lesson platform (currently Microsoft Teams), joined from the Student Portal, 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, and a tablet with a stylus (recommended) or, without one, access to printing (at home, at a local library or similar) for worksheets and the lesson PDF; 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

Correction online has to be quick, calm and private, without a corridor or a quiet word at the door. Staff use these steps in order and move on only if the behaviour carries on:

1. **A reminder to the whole class.** Restate the expectation for everyone ("cameras on and eyes on the board, please") without naming anyone.
2. **A private prompt.** A short private message to the pupil in the lesson chat (staff to pupil only; it is kept by the Academy like all lesson chat), or a calm word using the pupil's name, said as an instruction rather than a telling-off: "Yusuf, microphone off please, thank you."

3. **A clear warning (C1).** Tell the pupil privately what will happen if it continues.
4. **The platform tools, used calmly.** Mute the pupil's microphone, turn off their chat, or move them to the lobby for a few minutes to settle, then let them back in. Say privately why.
5. **A short word at the end of the lesson.** Two to five minutes with the pupil before the meeting is closed, while it is still recorded, never in an unrecorded one-to-one call.
6. **Log it the same day** in the portal's behaviour log, so the form tutor and parents see a pattern early rather than a surprise later.

Staff never raise their voice, use sarcasm or humiliation, or discuss a pupil's behaviour with other pupils. They give a pupil a moment to regulate before talking about what happened. Every lesson starts fresh: once a consequence is done, it is not held against the pupil.

4. Rewards: Merits, Stars and Houses

Good conduct, effort and character are noticed often, and rewards are things pupils actually want. Merits are given in the Student Portal and are seen by pupils and parents straight away.

Merit	Worth	For example
M1	1 merit	Punctual and ready, camera on, good manners, helpfulness, homework on time
M2	2 merits	Excellent work, real improvement, leadership, a beautiful recitation, an act of real kindness or integrity

Teachers aim to give merits in most lessons, so a pupil who works hard should earn several a week. Merits add to the pupil's House total, and the House with the most points wins the House Cup each term.

Every week

- **Star of the Week** in each class, chosen by the teacher for the value of the half term: a certificate in the portal and a mention in the weekly email to families.
- **A privilege of the pupil's choice** for each Star of the Week, from: choosing the topic of the class's end-of-week quiz; leading the opening du'a or recitation in form time; being the lesson helper (timer, reading instructions, sharing the board); or a **homework pass** (one homework handed in two days late without penalty; never for assessed work).

Milestones

Award	Merits	What the pupil gets
Bronze	30	Certificate, and a message home from the form tutor
Silver	75	Certificate, and a message home from the Headteacher
Gold	150	Certificate, named in assembly, and a privilege of their choice (as above)
Platinum	250	Certificate and a book voucher, presented by the Headteacher in assembly

Pupils who reach Gold by the end of the year, with no C4 or C5 in the final half term, are invited to the end-of-year celebration. The milestones are checked against real merit totals after the first half term and adjusted if they prove too easy or too hard.

5. Consequences (C1 to C5)

Consequences are proportionate, consistent and always explained to the pupil privately. Online, the consequences that matter most to pupils are their own time, their privileges, their House and their parents knowing, so those are the ones used.

Level	What happens	What it costs the pupil
C1	A private warning in the lesson	Nothing yet: a chance to put it right
C2	A second warning and a demerit in the portal; chat or microphone turned off for the rest of the lesson where that helps	The demerit comes off the pupil's House total and parents see it in the portal
C3	A reflection session in the pupil's own time: 30 minutes online with a member of staff after the live day, camera on, to put the work right or reflect on what happened. Three C2s in a week also lead to a C3	Their own time; parents are told the same day
C4	Removal from the live lesson (to the lobby, with work set), a phone call to parents, and two weeks "on report": a daily check-in with the form tutor against agreed targets	Not eligible for Star of the Week, privileges or clubs while on report
C5	A serious incident: platform access suspended pending the Headteacher's review, and a parent meeting	Suspension; repeated C5s lead to a review for permanent exclusion

A pupil who misses a reflection session without good reason does it the next day as a 60-minute session; missing that as well moves to C4. Three C3s in a half term lead to a parent meeting and a C4. Three C4s in a half term lead to a review for suspension.

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 files open in the Student Portal	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

Ref	Expectation	Usual consequence
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 the Student Portal 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 and Secure Assessment 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 Concerns and 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 withdraw a pupil 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: 31 August 2027 · Tarbiyyah Global Academy · A specialist education, rooted in faith