

Infant Jesus Academy



Behaviour for Learning Policy

Ratified: 16 February 2022

Reviewed: -

Next Review: HT2 2022/3 (HT6 from 2023/4 onwards)

Behaviour for Learning Policy

The way the members of a school community behave towards each other is crucial to effective learning. As a result, the Infant Jesus Academy is posturing ourselves as a caring and safe community of learning, in which all members, children and adults, are entitled to respect, courtesy and consideration; and, in line with research and best practice from around the world, our approach to the personal conduct of learners is one in which holistic, lifelong learning (and not simply punishment or retribution) is the focus.

At its heart, this policy is designed to promote the culture, or 'way of doing things', that we believe is the most profitable for learning in our school. It supports the development of a greater understanding of tolerance and respect for others within a cohesive community gelled together by mutual regard.

Our approach aims to:

1. Prepare learners for adult life by encouraging them to take responsibility for their own personal conduct;
2. Create a caring atmosphere in which formal and informal learning and the social, moral, spiritual and cultural development of our young people, can take place in a safe and happy environment;
3. Encourage the highest standards of personal conduct by providing a range of rewards for learners of all ages and abilities;
4. Treat problems, when they occur, in a positive, caring and sympathetic manner, aiming for resolution without the need for escalation, in the hope of achieving an improvement in behaviour;
5. Deal with repeated or serious misconduct firmly, applying sanctions as necessary, to bring about the necessary changes in behaviour;
6. Use praise and encouragement as often as possible to reward and reinforce positive attitudes and appropriate personal conduct;
7. Promote self-discipline, respect for others, punctuality, regular attendance and the highest levels of engagement with learning, amongst all learners.

The aim of the 'rewards' element of the policy is to give praise, recognition and encouragement to learners for positive contributions made within lessons and to our learning environment as a school. Indeed, it is for this reason that this is referred to as a 'Behaviour for Learning' policy. 'Sanctions', however, are in place to provide a framework for learners to correct themselves should their personal conduct be such that the safety or learning of others is jeopardised.

Roles and Responsibilities

It does indeed take a whole village to raise a child. It is imperative, therefore, that supporting learners in adopting appropriate personal conduct is seen as a joint effort by all major stakeholders. Within this policy, the roles of these stakeholders are as follows:

1. The Governing Body

The Governing Body of the school is responsible for monitoring the effectiveness of this Behaviour for Learning policy and for ensuring its implementation by the Principal and the Senior Leadership Team (SLT).

2. The Principal and SLT

The Principal is responsible for reviewing and presenting this policy to the Governing Body for ratification. The Principal and SLT will ensure the school environment encourages positive personal conduct amongst learners and that staff deal quickly and effectively with any that is inappropriate. They shall monitor how staff implement this policy, to ensure rewards and sanctions are applied consistently.

The Assistant Principal (Pastoral) will have direct responsibility for ensuring the implementation and monitoring of this policy under the guidance of the Principal.

SLT will support staff in responding to behaviour incidents when and if required.

3. Staff

All staff are responsible for:

- Modelling positive behaviour by ensuring they adhere to the IJA Professional Standards for which they are daily accountable.
- Implementing this Behaviour for Learning policy consistently and fairly in their work, acting proactively within the scope and remit of their respective teaching or support staff roles.
- Providing a personalized approach to the specific behaviour needs of identified learners, where relevant.
- Recording behaviour incidents in the ways directed by either the Principal or the Principal's nominated representative in pastoral matters.
- Ensuring good practice strategies for behaviour management are always followed.
- Contributing to any review and assessment of behaviour management practices if requested.

4. Parents and Carers

Parents and carers are to:

- Support their child in adhering to the school rules.
- Support the school in its implementation of the policy, including the sanctions deemed appropriate by the school. This includes detentions for negative behaviours.
- Inform the school of any change in circumstances that may affect their child's behaviour.
- Discuss any concerns with the relevant members of staff promptly (eg: the Form Tutor or the Head of Year) in a constructive and supportive manner.
- Use school reports and any other methods made available by the school to monitor the behaviours of their child(ren) and support the school in addressing any challenges that may emerge.

5. Learners

In every minute, of every hour, of every day, learners are to conduct themselves according to the IJA Way. This means, simply:

“Excellence, integrity and Christian servanthood.”

- Excellence – doing our best and making it better.

The ways we do this include:

- Being where we are expected to be, when we are expected to be there.
- Carrying with us the correct equipment.
- Working towards all targets set – and aiming to exceed them.
- Trying, at all times, to control ourselves.
- Wearing the right uniform, in the right way.
- Being properly groomed, wearing only the permitted hairstyles, and having polished shoes and clean nails.
- Engaging fully with everything we are asked to do to help us learn.
- Giving a written response to any comments teachers make in ‘S-I-R’ feedback.

- Integrity – doing the right thing because it is right.

The ways we do this include:

- Avoiding places around the school site that we are told are out of bounds.
- Doing what we are expected to do.
- Asking a member of staff to explain any expectation that is unclear.
- Setting a good example for learners who are younger than ourselves.
- Using litter bins, rather than dropping litter.
- Picking litter up, rather than walking past it.
- Looking after the school’s property, our own property and that of others, without abusing it.
- Telling the truth at all times – even when this is uncomfortable.
- Taking responsibility for our own mistakes.
- Conducting ourselves honestly in examinations and assessments.
- Submitting work on time.

- Christian servanthood – doing what helps our community, and not just ourselves.

The ways we do this include:

- Avoiding any behaviour or activity that makes it difficult for us, or our peers, to learn.
- Conducting ourselves with decency and order, at all times when on the school site or in an IJA school uniform.
- Celebrating other people’s success.
- Going out of our way to help others.
- Putting the interests of others first.

- Showing respect to all members of our school community, whoever they are.
- Being respectful of opinions and ways of living that are different to our own.
- Avoiding the use of foul language.
- Following instructions without question or argument.

“The IJA Way” is a memorable way of expressing the expectations we have of our learners. Learners who conduct themselves according to this way will naturally exhibit the personal conduct that is right in our school community. However, for reference, a more detailed explanation of the rules the IJA Way summarizes can be found in the School Rules as follows:

School Rules

Learners of the Infant Jesus Academy are to:

1. Give of their best at all times.
2. Follow all instructions from the moment this is expected.
3. Listen and watch carefully, and participate fully, in all lessons.
4. Be punctual.
5. Keep their classroom desks (and, for boarders, their beds and lockers) tidy and well-arranged at all times.
6. Handle all property (including their school’s, their own, or that of others) with respect.
7. Help staff ensure fans and lights are switched off and that classroom doors and windows are closed after lessons.
8. Mark their names onto their personal property with a permanent marker and onto their clothing with embroidery.
9. Keep all communal areas of the school tidy and free of litter.
10. Consume their food in the refectory, or (at during the long break) in the school hall only.
11. Submit assignments, homework, Prep work and projects on time, without fail.
12. Treat each other with respect and dignity.
13. Follow precisely all instructions regarding their health and safety, including those given in relation to emergency evacuations.
14. Attend and participate appropriately in all faith-based activities of the school.
15. Be properly dressed and groomed, at all times, as follows:

Type	Boys	Girls
Daywear	Blue, green, purple, or yellow striped shirt and shorts with black socks	
School uniform	<p>Juniors: Wine blazer White short-sleeve shirt Wine tie Striped wine shorts White socks Boater hat with wine ribbon (ceremonial)</p> <p>Seniors: Wine blazer White long-sleeve shirt Wine tie Striped wine trousers White socks Boater hat with wine ribbon (ceremonial)</p>	<p>Juniors: Wine beret Wine blazer White short-sleeve shirt Wine tie Wine pinafore White socks Boater hat with wine ribbon (ceremonial)</p> <p>Seniors: Wine beret Wine blazer White long-sleeve shirt Wine tie Striped wine skirt White socks Boater hat with wine ribbon (ceremonial)</p>
Sportswear	Jersey and shorts or IJA-branded polo shirt and IJA brown knicker (shorts) Appropriate sports socks	
Ceremonial wear	<p>Juniors: Blue blazer White short-sleeve shirt with blue 'IJA' letter print Blue tie White shorts White socks Boater hat with blue ribbon</p> <p>Seniors: Blue blazer White long-sleeve shirt with blue 'IJA' letter print Blue tie White trousers White socks Boater hat with blue ribbon</p>	<p>Juniors: White pinafore with blue 'IJA' letter print Blue blazer White socks Boater hat with blue ribbon</p> <p>Seniors: Blue blazer White long-sleeve shirt with blue 'IJA' letter print White skirt White socks Boater hat with blue ribbon</p>
Notes: <ol style="list-style-type: none"> Shirts are to be tucked in when School Uniform or Ceremonial Wear is worn. The mixing or blending of the different types of uniform is not permitted and will result in sanctions. Belts are to be plain black or brown. Embellishments and elaborate or brand-design buckles are not permitted. Girls may wear stud/pin earrings, one to each earlobe. All learners may wear a watch, with a plastic or leather watchstrap. No other jewellery is permitted, except for rosary rings where these are used. 		

What to wear and when

When	What to wear	Footwear
Monday to Friday, from 7:00am to 3:30pm	School uniform	Brown Cortina shoes
Monday to Friday, during afternoon Prep, Night Prep, free time and at social events	Daywear	Canvas, palm slippers, sandals, or trainers
At weekends	Daywear	Canvas, palm slippers, sandals, or trainers
During Sunday mass	Ceremonial wear	Black leather shoes (non-patent)
On Visiting Day	Daywear	Canvas, trainers, or sandals
Representing the school off-site (eg: in external competitions, or when on school excursions or visits to locations within the community)	School uniform Boater hat with wine ribbon (when directed)	Brown Cortina shoes
Representing the school on-site (eg: in on-site competitions, carol services and other on-site 'whole-school' calendar events)	Ceremonial wear Boater hat with blue ribbon (when directed)	Black leather shoes (non-patent)
During sporting activities within the school (including games on Tuesdays and Thursdays)	Sportswear	Canvas or trainers
<p>Notes:</p> <ol style="list-style-type: none"> 1. Palm slippers (which are to be worn with daywear only) may be worn in the hostel and refectory areas only. 2. Alterations may be made to these regulations during cultural days, prom nights, non-uniform days and other charitable or celebratory moments at the discretion of the school. Any such alterations will be notified to learners and, as necessary, to parents and carers, in sufficient time for appropriate arrangements to be made. 		

Grooming

IJA uniforms are to be worn with pride and with respect for both ourselves and our school. To support this, we maintain high standards in personal hygiene and grooming. This includes:

Boys	Girls
Learners must have their hair cut using a Step 1 guard or lower	Learners must keep their hair braided backwards, except on Saturdays during the time it is being washed and/or braided
Learners are to have their own hair clippers to enable them to cut their hair every fortnight	Learners with itchy or unkept hair will be made to wash and re-braid it

Without exception, learners are to report:

1. To a nurse, any illness they experience, at the earliest opportunity.
2. To a member of staff, any adults whose authority to be on site is not identified by either a visibly-worn lanyard, or their being accompanied by the Principal, immediately.
3. To a member of staff, any concerns regarding their safety, or about any aspect of school life causing them worry or discomfort, before reporting it at home to parents and carers.
4. To the school, any broken, damaged or vandalised property, as soon as they find it.
5. To the Admin office, any items of property they have either lost or found, as soon as possible.

Learners must not:

1. Be in possession of electronic gadgets, electrical equipment, or mobile communications devices of any kind.
2. Under any circumstances access the following areas of the school:
 - (a) Any administrative office, except under the invitation of the member of staff whose office it is.
 - (b) Any classroom, laboratory, studio, or workshop, in the absence of a member of staff.
 - (c) The hostels, from 7:30am to 2:15pm, on weekdays.
 - (d) The school kitchen or laundry, except under the supervision of a member of staff.
 - (e) The security gate house.

The School Rules will be published to parents/carers and learners on an annual basis.

Rewards for Appropriate Personal Conduct

Learners who demonstrate appropriate personal conduct can receive reward (“R”) points from members of staff, in recognition of this. These will be awarded based on the following categories:

- Excellence – doing our best and making it better.
- Integrity – doing the right thing because it is right.
- Christian servanthood – doing what helps our community and not just ourselves.

Points are available are:

Reward	Description	Issued For
0	Verbal praise	Meeting the basic expectations of appropriate personal conduct, including participating in learning activities in line with expectation or instruction

R1	One reward point	Personal conduct that shows excellence or integrity on a personal level
R2	Two reward points	Personal conduct that shows excellence or integrity on a personal level
R3	Three reward points	Personal conduct that affects others positively
R4	Four reward points	Personal conduct that affects others positively
R5	Five reward points	Personal conduct that affects the whole school positively
<p>Note:</p> <p>'R' points reported to learners and parents/carers will be set to '0' at the start of each new academic year and a termly balance will be reflected in each school report sent home.</p>		

Learners can be awarded house ("H") points for participating in, or successfully contributing to competitive or community activities linked to their house. H Points available will be notified to learners will be based on the activity itself and will be notified to learners on this basis.

Reward	Description	Issued For
H1	One house point	Taking part in a House activity as an individual
H2	Two house points	Excelling in a House activity as an individual
H3	Three house points	Taking part in a House activity as part of a team
H4	Four house points	Excelling in a House activity as part of a team
H5	Five house points	Winning a House activity
<p>Note:</p> <p>'H' points reported to learners and parents/carers will be set to '0' at the start of each new academic year and a termly balance will be reflected in each school report sent home.</p>		

At the end of each calendar month, learners will be notified about their 'R' balance. This will be all of the positive points accumulated to date, for that calendar year, minus any negative points accumulated. Learners can 'spend' their 'R' points on prizes, or can 'save up' for larger prizes worth more points (a 'Reward Trip', for example). Once learners spend points, these are deducted from the balance and learners will begin earning and saving again.

In the final week of each half term, learners will be updated on the House Points balance across the four houses. The prize to be given to the house with the winning number of 'H' points for the academic year will be announced in the September; and the winning house will be given their prize in the July of that year.

Prizes for 'R' points and the house with the winning number of 'H' points may include:

- A one-week 'front-of-the-queue pass' for the School Shop
- Celebration in Head of Year assemblies
- Celebration in the termly school newsletter

- Certificates of achievement (including for progress, attainment, effort, general personal conduct, attendance, punctuality, prep, or homework)
- Free cutlery
- Free food vouchers for one week
- Friday treat (eg: ice cream or drink)
- Gadgets
- Meal at (or from) a local restaurant
- Positive comments made to parents in the learner’s school report
- Positive phone calls and/or letters home
- Recognition at Prize Giving
- Rewards in end-of-term celebration assemblies
- Reward trips (eg: a day trip, the cinema, or to a sporting activity such as bowling)
- Shopping tickets
- Special responsibilities or privileges
- Termly scholarships
- Work being displayed in classrooms or around the school.

The exact prizes on offer for ‘R’ points, and their points cash-in values, will be notified to learners by the Assistant Principal (Pastoral) and/or Heads of Year on a termly basis. However, learners wishing to spend their points on bigger prizes will be able to do so in accordance with the following ‘pricing’ structure:

Prize Level	‘R’ Points Required
P1	100
P2	200
P3	300
P4	400
P5	500

Sanctions for Inappropriate Personal Conduct

Sanctions help us to set boundaries and to manage challenging behaviour. As a school, we undertake to apply any sanctions fairly and where appropriate, after due investigative actions have taken place. Upon sending their child to the school, parents and carers undertake to support the school in enforcing sanctions in a fair manner, designed to safeguard the welfare of the community as a whole.

The principles underpinning the sanctions in use at IJA are as follows:

1. Sanctions are only effective when they are applied in a clear and consistent manner. Our aim is not that sanctions act as measures to control personal conduct. Rather, they are modelling of our values; and the work executed by our staff is to be the primary driving force in shaping the personal conduct of learners. Sanctions therefore are to assist learners in emulating the conduct we expect of our staff. They help learners manage themselves appropriately by pointing out where their personal conduct exists on an escalating scale.
2. Teachers are to set up their classrooms and teaching spaces in a manner that promotes good personal conduct amongst learners. To that end, certain non-negotiable elements of the

professional conduct of teachers are inextricably linked to the appropriate personal conduct of learners. Teachers must therefore:

- Plan well-structured lessons, which stimulate learning and engage young people in the learning process, rather than lecturing them.
 - Give learners written feedback on their work, doing so in a way that promotes a sense of mutual engagement.
 - Share with learners the clear and tangible objectives of the lesson, which are then planarized before the lesson is finished.
 - Seat learners in a way that promotes a positive climate for learning – this may or may not mean in a traditional row/column format.
 - Conduct themselves professionally and in a way, that commands the respect of learners without demanding it, thereby promoting a positive climate for learning.
3. Learners whose personal conduct is in line with the rules of the school, which are presented in an abbreviated and memorable form in ‘the IJA Way’ and that are given in detail in the School Rules, will have no encounter with sanctions.

Learners conducting themselves inappropriately will receive sanction (“S”) points, as follows:

Sanction	Description	Issued For
0	Warning / reprimand	Low-level disruption or other low-level inappropriate conduct
S1	10 minute ‘cooling off’ outside the classroom, if necessary, plus 20 minute Class Teacher Detention	Failure to comply with warning / reprimand
S2	Withdrawal to a neighbouring lesson (preferably that of the DOL), if necessary, plus 40 Middle Leader Detention and a one-week loss of privileges (including school trips, team events, recreational activities and prefectures until the next term) Confiscation	Failure to correct S1 personal conduct Failure to attend an S1 detention Possession of prohibited items of property or provisions / consumption of food anywhere other than in the Refectory or the School Hall
S3	60 minute SLT detention and the loss of privileges (including school trips, team events, recreational activities and prefectures) until the next term	Dangerous behaviour Failure to correct S2 personal conduct Failure to attend an S2 detention
S4	Parents being called into school Exclusion	Failure to correct S3 personal conduct Bullying

	Surcharging if necessary	Seriously dangerous behaviour, or personal conduct that is destructive, or sexualized Threatening behaviour towards (including verbal assaults against) staff
S5	Permanent exclusion	Illegal, or repeated S4 conduct Physical assault or false accusations against a member of staff by learners Verbal or written assaults against staff by parents or carers
<p>Notes:</p> <ol style="list-style-type: none"> 1. Class Teacher and Middle Leader and SLT Detentions can be administered during the Short Break, the Long Break, at Lunchtime, or from 2:30pm. SLT Detentions will be administered from 2:30pm. For boarding learners, detentions issued by House Parents can be administered at any time from 6pm (Monday to Friday), or at any time during the hours of the weekend activity schedule. 2. Where damage has resulted from the learner's inappropriate personal conduct, putting the wrong right – by whichever means this is to happen – is not to be regarded as the sanction. Rather, it is simply the decent thing to do; and the appropriate sanction will be issued in addition. 3. Learners earning 3 or more 'S' points in one week will be placed on a daily report to the Form Tutor, the Head of Year, the Assistant Principal (Pastoral), or the Vice Principal, depending upon prior behaviour records. 4. Exclusion (formerly known as "suspension") may be internal or external. Permanent exclusion (formerly known as "expulsion") is always the resort. Exclusions of all types are issued only with the authority of the Principal. 5. The 'S' points balance reported to learners and parents/carers will be set to '0' at the start of each new academic year and a termly balance will also be reflected in each school report sent home. 6. Contraventions of instructions and expectations around COVID-19 will be handled as S1 to S5 conduct. 		

The power to issue sanctions for inappropriate personal conduct rests with SLT, members of teaching staff and House Parents only. Members of support staff may issue warnings and reprimands as appropriate; but further issues of inappropriate conduct must be referred to one of the afore mentioned members of staff for address. At no point will sanctions be issued by either learners or any member of support staff except House Parents and support staff who are also members of SLT; and under no circumstance will corporal punishment be exercised at the Infant Jesus Academy. Breaches of these principles, by any member of staff, will be handled as gross misconduct and will result in their immediate dismissal from service.

Although Prefects may refer cases of inappropriate conduct amongst other learners to an appropriate member of staff, no learner is at any point at liberty to sanction another learner. Learners who breach this principle will themselves be issued with an S4 sanction; and this will be recorded in their school file.

Restorative Work Relative to S2 Sanctions

When a learner has been withdrawn from lesson for a C2 behaviour, restorative justice must be employed to facilitate a positive working relationship between the learner and the member of staff from whose lesson they have been withdrawn. This should be done in the controlled conditions of the resulting Middle Leader Detention: the member of staff should attend the start of the Middle Leader Detention and have a brief (5 or 10 minute) discussion with the learner.

The learner should be made to explain to the teacher how they have earned the sanction and what they should have done differently to avoid earning it. The learner should be questioned as to how they will improve their future personal conduct so they do not disrupt their learning or that of others again. The teacher should then state clearly that, in view of this discussion, the matter will be considered 'over' once the sanction has been fully and properly served. Research evidence shows that this discussion is crucial in ensuring the following lessons do not suffer from continued disruption from the same learner.

Monitoring Low-Level Disruption

Heads of Year are to monitor low-level (that is, S1) disruption as closely as possible. As a minimum, this is on a daily basis. Should persistent low-level disruption occur, Heads of Year can:

- Impose appropriate S2 sanctions, as Middle Leaders.
- Initiate a green, amber, red, or purple Daily Behaviour Report, depending upon the learner's personal conduct history.
- Enlist the support of the School Counsellor (however this should be viewed as a support to other action taken, rather than as a substitute for it).
- In the case of learners with Special Educational Needs or Disabilities impairing their social interaction, create a Pastoral Support Plan, in which staff are given key pointers for supporting the young person in learning the school's expectations of more appropriate personal conduct, and whose impact is measured, half termly, against key success criteria.
- In consultation with the Assistant Principal (Pastoral), implement a reduced timetable (this must be used as a temporary measure, to support strategic behavioural intervention, and with a view to moving up to full time again as soon as possible).
- Initiate an S3 action.
- Recommend an S4 action and participate in its execution, as appropriate.

Exclusion

Exclusions may be imposed when a learner's personal conduct is of a more serious or persistent nature. An internal exclusion may be for two, three or four days. Exclusions of five or more days will automatically become external exclusions; and their duration will be determined by the full range of factors involved. Being an S4 action, Heads of Year cannot impose either internal or external exclusions but may recommend them.

Three exclusions will automatically trigger a review, by the Assistant Principal (Pastoral) of the learner's eligibility remain part of the IJA school community.

No exclusion, whether internal or external, may imposed without authorization from the Principal.

Expectations of Behaviour in Internal Exclusions

Learners who have been internally excluded are expected to:

1. Register in the Admin office at 8am. Lateness is liable to attract further sanctions.
2. Remain in the Admin office for the remainder of the school day in, until 4pm.
3. Engage in curriculum-based work for the entire duration of the exclusion. This work collected by the Head of Year and should be presented to the learner, in person, on the first day of the exclusion.
4. Wear full uniform correctly throughout the day. If the learner persistently refuses to adhere to the basic school uniform through defiance, they will be liable to incur further sanctions.
5. Observe breaks at 10:10am, 12:05 noon and at 2:30pm for lunch. The length of the 10:10am and 12:05noon break shall be in line with those of whole-school break times across the school. The length of the 2:30pm break shall be 30 minutes. Internally excluded learners are to attend neither the School Shop nor the Refectory during the times of their exclusion. Instead, food and snacks will be brought to the learner by the Head of Year.
6. Display exemplary personal conduct during their internal exclusion. Failure to do so will attract further sanctions.

Permanent Exclusions

Being an S5 action, while permanent exclusions may be recommended by the Assistant Principal (Pastoral), their imposition is by the Principal only. Permanent exclusion is a last resort. When used, the following shall apply:

1. The permanent exclusion and the reasons for it will be notified to the Governing Body by the Principal.
2. The reason(s) the for the permanent exclusion will be communicated to parents and carers in writing and will make explicit reference to all incidents (whether single or multiple) of inappropriate personal conduct from which the exclusion has resulted. In the same letter, parents and carers will be advised of their right to appeal against the permanent exclusion and will be given information on how to do this. Parents/carers should state the grounds for their appeal and the outcome they seek.
3. Parents and carers who make an appeal using the proper channels, and whose appeal is registered in the appropriate electronic records within 48 hours of written notification of the permanent exclusion being sent, will be invited to a Governors' Appeal Meeting. The learner will remain

excluded until this meeting has taken place and a decision has been notified to the parties involved. Appeals not received via the proper channels, or within the specified timeline, will be automatically rejected.

The appeal meeting will observe the following protocols:

- All participants shall show courtesy, restraint and good manners. Persistent failure to do this will result in the Appeal Panel being dismissed and the appeal being automatically rejected.
- Up to two members of the school staff may speak generally about the learner's character, conduct and achievements at the school, if they are willing to do so.
- If by the time the Appeal Panel has heard the full and satisfactory presentation of all issues, there is still no consensus, the chair may adjourn the meeting. Alternatively, the chair may ask those present to withdraw while the Appeal Panel considers its decision.
- The decision will be notified, with reasons, to the parent(s)/carer(s) by the chair of the Appeal Panel, by letter, within 72 hours of the meeting.
- In the absence of any significant procedural irregularity, the decision of the Appeal Panel is final. There will be no further right of appeal.

The proper channel to use in making an appeal shall be the sending of an email to admin@ijaasaba.com with the title "Exclusion Appeal". This email will be forwarded by the Governing Body within one working day of being received by the school.

Reintegration following exclusion

Upon completion of an internal or fixed-term external exclusion and being permitted to reintegrate into the mainstream life of the school, the learner will be placed on an amber Daily Behaviour Report for one week. This means they will be directly accountable to their Head of Year for showing significant evidence of improved personal conduct. If the learner does not meet the required standard improvement having completed a week on the amber report, then they will be liable to further sanctions at the discretion and/or recommendation of the Head of Year.

Refunds for Excluded Learners

In line with our general policy on refunds, fees will not be refunded in respect to any learner who has been excluded – regardless of the type, length or related reason(s).

Promotion

Parents and carers of learners who are deemed to exhibit poor personal conduct or attitudes to learning may be notified of this a variety of ways. However, these ways will certainly include the assignment of an average grade greater than '3' in the 'Personal Conduct' or 'Attitude to Learning' portions of the school report. Parents and carers of such learners will be asked, by the Head of Year, to attend meetings with the Assistant Principal (Pastoral), the Head of Year and other relevant pastoral staff. These meeting may be actual or virtual.

The purpose of these meetings is to assist the learner in correcting their personal conduct or attitude to learning. Detailed reports of such meetings should be furnished to the Assistant Principal (Pastoral), in writing, with the Principal placed in copy. If a learner has not improved by the final set of school reports for the academic year, the Assistant Principal (Pastoral) will make a recommendation to the Principal concerning the eligibility of the learner to be promoted into the next year group. The Principal will then make a decision, in consultation with other senior staff and members of the Governing Body, as to whether the learner should be promoted, or whether this promotion should be deferred subject to successful fortnightly reviews beginning in the forthcoming September. Learners whose promotion is deferred will be placed on a red Daily Behaviour Report for two weeks at a time, beginning in that September and will remain unpromoted until all Grades '3' and '4' are eliminated from said report. Throughout this time, learners will continue to follow the lesson timetable of the year group from which they had failed to be promoted.