



Code Of Conduct Policy

This policy applies to Aile World School

2024-2025

Date of next formal review, Sept 2025

Approved by

Senior Leadership Team and
Dr. Farah Dheyab, School's Founder



Aile World School Philosophy

Transforming Education and Empowering Lives...

Aile School is a world virtual school deeply integrated with green hubs worldwide, Aile School educational philosophy is driven by a commitment to develop responsible, informed, and active Earth stewards, who will lead with empathy, innovate with purpose, and navigate the complexities of life with an unwavering ethical compass. In doing so, Aile School serves as a beacon of progressive education for a sustainable and inclusive world.

Vision: A future where education transcends boundaries and transforms lives, driven by the innovative hybrid approach that challenges conventional paradigms, fostering a global community of empowered and socially and environmentally conscious individuals.

Mission: Forge an educational environment that not only responds to the unique needs of the present and future generations but also empowers students to flourish in a world marked by continual change and innovation.

Belief: Aile School's belief centers around the conviction of one God, the creator and sustainer of the universe. This fundamental belief sets School's goals and guides its actions, fostering responsibility towards the environment and humanity. It inspires The School to uphold values of compassion, empathy, and integrity in all aspects of education and community life.

Aim: Aile School aims to deliver an extraordinary and enriching educational experience by leveraging technology and artificial intelligence to emulate the school of the future. The School's vision centers on adaptive learning, empowering students to excel, innovate, and contribute to a more sustainable world.



1. Introduction

Aile School is committed to providing an adaptive, sustained and quality education that nurtures students both intellectually and as global citizens. Our policy seeks to ensure fair and transparent procedures that align with our vision, mission, belief, goals and values.

1.1. Core Values

Aile School holds a set of core values central to fostering a positive and flourishing learning environment. In embodying these values, students are encouraged to:

- **Strive to Be Their Best Self:** Consistently aim to showcase the best version of themselves, highlighting their unique qualities.
- **Maintain Curiosity:** Continuously inquire and explore new knowledge, understanding that learning enriches one's character.
- **Acknowledge Individuality:** Embrace diversity and recognize the distinctiveness of each individual, celebrating what makes them special.
- **Practice Kindness:** Demonstrate empathy and compassion towards others, understanding the profound impact of small acts of kindness.
- **Pursue Dreams:** Pursue ambitious aspirations and goals, recognizing that personal endeavors contribute to the vibrancy of the school community.
- **Adapt to Change:** Embrace adaptability and resilience in the face of change, demonstrating perseverance and determination regardless of challenges encountered.

1.2. Aim of Policy

This document delineates the expected conduct for all members of our esteemed student community at Aile School. Within the context of this policy, conduct encompasses a spectrum of actions within our virtual classrooms, on our designated platforms, and throughout the expansive virtual spaces provided by our institution. It encapsulates various facets of student life, from study habits and communication with peers and staff to the use of technology influencing the virtual school environment and behaviors extending beyond formal lessons. Essentially, it covers all conduct influencing the well-being, learning experiences, and growth of fellow students within our virtual community.

1.3. Responsibility Mapping

In our innovative world school, interconnected through a network of green hubs, the focus is on prioritizing students at the core of our community. All stakeholders, from the Senior Education Team to Heads of Subject, and Leaders of Learning, play crucial roles in fostering exceptional participation and behavior. Leveraging the unique aspects of our hybrid model, which seamlessly integrates virtual and physical learning environments, our dedicated teams ensure consistent implementation of the behavior policy, model high standards, and adaptively respond to behavior-related challenges. The emphasis is on creating a positive and inclusive learning environment that recognizes the interconnectedness of our virtual school and green hub network.

- **The Senior Education Team:** shoulders the responsibility of evaluating and endorsing the behavior policy, ensuring its ongoing effectiveness and holding staff accountable for seamless implementation. They cultivate a positive school environment, guiding staff in addressing poor behavior in the unique context of our virtual and green hub-connected setting. Leading the development of an ethos centered on inclusivity, recognition, excellence, and positivity, the team equips all staff to maintain high teaching and support standards, ensuring the policy's consistent and robust implementation in our innovative hybrid model.
- **Heads of Subject, Heads of Year:** Consistently implement the behavior policy, ensuring compliance from teachers, tutors, and students, acknowledging the distinctive dynamics of our virtual and physical connectivity. Exemplify high standards of punctuality and conduct, serving as leaders who embody school values in both virtual and physical learning environments. Address behavior-related information responsively, fostering a positive learning environment that promotes participation and effort, recognizing the interconnectedness of our virtual and green hub network. Utilize school information systems for data analysis, upholding high conduct standards in their areas, navigating the distinctive aspects of World Green Hub hybrid learning model. Communicate effectively with parents/carers/mentors, engaging them in sustaining a positive learning environment, embracing the collaborative nature of our virtual and physical hybrid community. Monitor conduct and participation standards in their area, implementing improvement plans and systematically recognizing desirable behavior within the context of our unique learning model.

- **Educators at Aile School:** are committed to consistently implementing behavior policies in the virtual learning environment, employing agreed systems. They serve as exemplary role models, upholding high standards of punctuality and conduct in both virtual and physical interactions. These educators set and maintain high expectations for students, guiding them to excel while fostering effective communication, effort, and participation. Clear communication of conduct, participation, and effort expectations is prioritized, reinforced through recognition, praise, challenge, and explanation. They diligently record and monitor conduct for ongoing assessment, leveraging the strengths of virtual connectivity for parental notifications. Responsive utilization of information and data is a key practice to address student needs, considering the hybrid learning model. Inclusive teaching strategies are planned and executed, addressing students' prior experiences and needs for a cohesive learning experience. Lastly, a focus on safeguarding and promoting children's welfare prevails, ensuring a safe and supportive learning environment in both virtual and green hub-connected settings.

2. What Do We Expect from Students

To provide practical insights into these values, the Student Code of Conduct below elucidates the expected behavior of students as valued members of our learning community. These guidelines are complemented by our Learning Compact, a comprehensive overview of students' expected approaches to learning, supported by their parents, guardians, mentors, and our educational institution.

To ensure a harmonious and effective learning experience for all, students are encouraged to embrace the following expectations:

- 2.1. Responsible Learning Engagement:** Prepare for classes and assessments in advance, Join live lessons on time, bringing a positive attitude and actively engaging in prepared learning activities. Adequately prepare for assessments, taking personal responsibility for planning work and revision outside of class. Submit original work, avoiding plagiarism or copying from external sources (refer to plagiarism policy). Submit assigned work by deadlines and communicate with teachers when additional support or issues arise. Seek for personal development, working independently and seek assistance when facing challenges or encountering learning obstacles.

2.2. Courteous & Effective Communication: Respond promptly and courteously to teacher communication, both during and outside of lessons. Use all communication tools positively, politely, constructively, and with focus. Value and respect diverse contributions, recognizing the varied contexts and values within our international school community. Active engagement with peers and teachers during class, utilizing learning platform tools such as microphone and camera functions. Share opinions calmly and appropriately, respectfully challenging others when necessary. Avoid disrupting the learning of others through misuse of systems or inappropriate communication, respecting the teacher's capacity to support all learners.

2.3. Promoting a Healthy Online Environment: Utilize school and associated platforms sensibly and respectfully, adhering to guidelines for acceptable use and avoiding actions that could bring disrepute to the school. Ensure the safety of the online environment by using the internet and social media responsibly, positively, and appropriately, refraining from any form of cyber-bullying. Report all incidents of poor conduct witnessed or experienced involving school staff to uphold an inclusive and compassionate school community. Take responsibility for actions and exhibit self-control, contributing to a community that everyone can be proud of. Acknowledge that the school will make decisions on individual or group behavior in line with this policy.

At Aile School, we define and explain to learners and other school members types of behavior that are expected and considered to be typical in a global community, through School Code of Conduct, discussions in Reflect Tutor sessions, assemblies, reports, teacher explanations, class activities, and celebrating efforts and successes.

When we repeat these expectations, it helps students form habits of good behavior that make learning better for everyone. We are committed to fostering a culture of recognition, encouragement, and celebration, motivating students to excel academically, embody our values, and contribute positively to our virtual school community.

3. Recognition Categories

3.1. Academic Achievements:

- High academic performance in subjects and overall grades.
- Consistent improvement in academic efforts.
- Completion of challenging projects or assignments.

3.2. Behavior and Values:

- Consistent display of Aile School values: Unleash Potential, Ignite Curiosity, Celebrate Diversity, Practice Kindness, Cherish Individuality, Embrace Flexibility.
- Positive behavior in and outside of virtual classrooms.
- Acts of kindness, respect, and collaboration with peers and educators.

3.3. Participation and Engagement:

- Active involvement in class discussions and activities.
- Contribution to school clubs, events, or community service.
- Exceptional engagement in virtual learning platforms.

4. Recognition Methods:

4.1. Virtual Certificates and Badges:

- Awarding virtual certificates for academic excellence, improvement, and exemplary behavior.
- Issuing digital badges to showcase specific achievements and values demonstrated.

4.2. Announcements and Appreciation:

- Regular announcements during virtual assemblies to acknowledge students' accomplishments.
- Teacher shout-outs and appreciation notes for outstanding efforts.

4.3. Virtual Showcasing:

- Creating a virtual platform to showcase students' notable work, projects, or achievements.

- Featuring outstanding contributions in newsletters, on the school website, or on social media.

4.4. Reward Points System:

- Implementing a reward points system for consistent positive behavior, participation, and academic achievements.
- Accumulated points can be redeemed for virtual rewards or privileges.

5. Monitoring and Implementation

5.1. Tracking Achievements:

- Teachers and staff will keep track of students' achievements and positive behaviors.
- Regular reviews will be conducted to identify and recognize deserving students.

5.2. Communication:

- Parents/Guardians will be informed of their child's achievements and recognitions.
- Regular updates on the school website and newsletters will highlight student accomplishments.

5.3. Feedback Mechanism:

- Establishing a feedback mechanism where students can suggest and share recognition ideas.
- Periodic assessments and adjustments to the recognition system based on feedback.

6. Parental Involvement in Upholding School Behavior Policies

Parents/Guardians /Mentors play a crucial role in upholding the Aile School [Behavior Policy](#), specifically the Code of Conduct Policy.

They are responsible for ensuring that their child has an appropriate environment for focused work at home or other agreed locations and that assignments are completed to the best of their ability within set deadlines.

Engaging in discussions about instances of positive behavior and addressing inadequate behavior discovered or communicated by the school is essential.

Keeping updated on their child's achievements and behavior through the Parent/Mentor Portal, reading and responding to school communications, and actively participating in parent/carer consultations contribute to effective collaboration.

Working with their child to establish positive habits and routines that support learning and holistic development is encouraged.

Promptly discussing any behavioral concerns with relevant school staff, informing the school of changes in circumstances, and supporting the school's behavior policy implementation further contribute to sustaining excellent conduct and promoting a safe and calm learning environment.

7. Behavior Management Approach

In the context of online schools, we align with the principle of focused and serene learning environments conducive to student flourishing. This involves having a clear vision of what constitutes good conduct, explicit teaching of conduct through lessons, implementing systems and responses to encourage positive behavior as a routine, and maintaining elevated expectations of student conduct.

While we recognize the unique challenges of our virtual classroom setting, adaptations and specialized tools are in place to support our innovative learning environment. Additionally, being a world online school, we are committed to upholding clear standards that foster inclusivity regardless of geographical location. Our approach is structured, illustrating the methods by which we consistently uphold expectations for conduct.

7.1. Phase 1: Setting the Conditions for Positive Behavior

At Aile School, our proactive approach begins with creating an environment that naturally fosters positive behavior. We prioritize quality teaching, ensuring that students are consistently engaged and challenged in their learning experiences. By incorporating the strategies outlined in promoting desirable behavior, we aim to make positive conduct the prevailing norm. Our efforts are centered on making it likely and convenient for students and the community to embrace positive behaviors, thereby preventing undesirable conduct from emerging. This proactive stance sustains a positive culture where effort and engagement become intrinsic expectations.

7.2. Phase 2: Addressing Individual Instances of Undesirable Behavior

In situations where isolated instances of undesirable behavior occur in class or on our platforms, we respond swiftly. Our focus is on understanding the specific incident, its context, and the contributing factors. This stage involves immediate intervention to address the behavior effectively and prevent its recurrence. In addressing individual instances of undesirable behavior at Aile School, we recognize that such behaviors can vary in nature and impact. Some examples include:

7.2.1. Disruptive Conduct in Class: Disruptive conduct in the virtual classroom can significantly impact the learning experience for both students and teachers. Aile School takes a comprehensive approach to address instances where a student's behavior disrupts the learning environment. This is some examples and school response to correct inappropriate behaviours:

- **Frequent Interruptions:** Students consistently interrupting the teacher or peers during lessons, hindering the flow of instruction.

Solution: Introduce structured class participation opportunities to channel curiosity positively. Implement peer-led discussions to encourage collaborative learning.

- **Disrespectful Language:** Use of offensive or disrespectful language that creates a negative atmosphere within the virtual classroom.

Solution: Conduct awareness sessions on effective communication and the impact of respectful language. Implement a peer mentorship program to foster a supportive atmosphere.

- **Failure to Follow Class Rules:** Persistent disregard for established class rules and guidelines, affecting the overall learning environment.

Solution: Reinforce class rules regularly, emphasizing their role in maintaining a conducive learning environment. Provide additional support for students struggling to adhere to guidelines.

7.2.2. Inappropriate Use of Technology: Aile School is committed to maintaining a safe and respectful online learning environment. Instances of inappropriate use of technology, which may include misuse of online platforms, cyberbullying, or violations of acceptable use policies, are addressed with utmost seriousness. Some examples of inappropriate use of technology and school response to correct inappropriate behaviours:

- **Cyberbullying:** Engaging in behavior online that intentionally harms or harasses another student, such as spreading rumors, sharing offensive content, or using hurtful language.

Solution: Integrate digital citizenship education into the curriculum. Establish a student-led online safety committee to promote responsible online behavior

- **Violating Acceptable Use Policies:** Breaching the school's guidelines for technology use, which may involve unauthorized access, accessing inappropriate content, invasion of privacy, sharing personal information without consent, or engaging in unauthorized activities.

Solution: Conduct workshops on digital ethics and responsible technology use. Implement regular reviews of online platform guidelines to ensure clarity.

7.2.3. Academic Dishonesty

At Aile School, maintaining academic integrity is paramount. Instances of academic dishonesty, including plagiarism or cheating, are taken seriously to uphold the values of honesty and fair learning. Some examples of academic dishonesty:

- **Plagiarism:** Presenting someone else's work, ideas, or intellectual property as one's own without proper acknowledgment.

Solution: Introduce workshops on proper citation and academic integrity. Encourage the use of plagiarism detection tools for self-checks.

- **Cheating in Assessments:** Using unauthorized materials or assistance during exams or assessments.

Solution: Emphasize the importance of individual effort through classroom discussions. Implement varied assessment methods to assess comprehension rather than memorization.

- **Fabricating Data:** Creating or manipulating data to misrepresent one's academic performance.

Solution: Include discussions on research ethics in relevant subjects. Introduce projects that emphasize the value of truthful representation of data.

7.2.4. Failure to Complete Assignments: When students consistently neglect their academic responsibilities, leading to incomplete assignments or a lack of engagement in coursework. Some examples of failure to complete assignments and the convenient support tool:

- **Consistent Missed Deadlines:** Submitting assignments after the specified due date on a regular basis or choosing not to submit assignments without providing a valid reason.

Support: Offer time-management workshops and personalized calendars. Implement a peer support system for accountability.

- **Incomplete or Minimal Effort Work:** Turning in assignments that lack essential components, demonstrate minimal effort, or have poorly developed ideas, or indicating a lack of comprehension of the subject matter.

Support: Provide additional resources for understanding assignment expectations. Recognize and celebrate high-quality work through a virtual showcase.

- **Plagiarism:** Submitting work that is plagiarized by directly copying from external sources or peers.

Support: Introduce a progressive approach to teaching research and citation skills. Offer personalized feedback on assignments to guide improvement.

- **Disorganization and Unpreparedness:** Failing to submit assignments due to lack of preparation or organization, neglecting to revise and improve upon feedback provided on previous assignments, and ignoring specific guidelines provided by teachers.

Support: Implement study skills sessions to enhance organizational abilities. Provide mentorship programs for academic guidance and preparation.

7.2.5. In general, Aile School response to instances is rooted in a balanced and supportive disciplinary approach:

- **Immediate Intervention:** Teachers and Coaches address the specific behavior promptly, providing guidance to the student on the expected conduct and its impact on the learning community.
- **Individualized Counseling:** Depending on the nature of the behavior, students may receive individualized counseling sessions to explore the reasons behind their actions and develop strategies for improvement.
- **Educational Programs:** We may introduce targeted educational programs to enhance students' understanding of the importance of positive behavior and its role in fostering a conducive learning environment.

By addressing individual instances of undesirable behavior with a multifaceted approach, we strive to guide students toward positive conduct, creating a respectful and supportive virtual learning community at Aile School.

7.3. Phase 3: Repeated Instances or Serious Individual Behavior

In the dynamic context of Aile School, Stage 3 represents a comprehensive approach to managing repeated instances of undesirable behavior or addressing serious isolated one-off incidents. This stage requires additional effort from all parties to prevent additional harm seeking a supportive and nurturing learning community at Aile School.

- **Collaborative Engagement:** At this crucial stage, we seek collaboration and active engagement from parents, guardians, and mentors in the resolution process, recognizing their integral role in a student's holistic development. Open lines of communication are fostered to gain deeper insights into the factors contributing to the behavior, ensuring a nuanced understanding of the situation.
- **Personalized Behavior Agreements:** Development of personalized behavior agreements is a crucial step. These agreements serve as a roadmap for the student's behavioral expectations, with active involvement from parents, carers, and mentors. This collaborative effort instills a sense of shared responsibility and accountability.

- **Restorative Practices:** A key focus in this stage is the implementation of restorative practices. Rather than purely punitive measures, we adopt solution-oriented methods. This includes facilitated discussions, mediation, or restorative conferences, emphasizing understanding, repairing harm, and rebuilding relationships.
- **Ongoing support mechanisms:** To ensure sustainable positive growth, targeting both aspects, well-being and academic growth, we create dedicated and ongoing support mechanisms that involve all parties. In line with the school's commitment to its goals, mission, values, and responsibility towards all individuals in the school community, this may include a holistic approach in investigating and identifying challenges and obstacles, at individual's level and overall. This will lead to apply effective behavior (or time) management and follow-up strategies, and to provide additional resources, counseling sessions, or targeted interventions tailored to the specific needs identified during the resolution process.

Stage 3 transcends immediate behavioral concerns, representing a collaborative journey towards long-term positive behavior. It reflects our commitment to holistic education, where active participation from students, parents, guardians, and mentors contributes to a supportive and nurturing learning community at Aile School. Our behavior management approach reflects our commitment to maintaining a positive, respectful, and inclusive virtual learning environment at Aile School.

7.4. Phase 4: Continued Repeated Instances and Serious Incidents

At this stage, responses are escalated for continued repeated instances or very serious individual incidents falling below expected standards. This includes all behaviors listed in Stage 2 and 3 that persist or are deemed extremely serious. Responses are meticulously tailored to address the severity and recurrence of undesirable conduct.

Possible Responses to Continued Repeated Instances and Very Serious Individual Incidents:

7.4.1. Initial Response (at the time):

- **Removal:** The student may be temporarily removed from online classrooms, pending a meeting with parents/carers.
- **Limit Access:** The student might be restricted from collaborative tools and spaces for a specified duration. In severe cases, access to the system may be

barred pending investigation, subject to approval by the Senior Leadership Team.

7.4.2. Investigation:

- Led by Heads of School and Heads of Year, involving discussions to establish clarity over the incident.
- Initial communication/meeting with parents to explain the nature of the concerns.
- Statements and evidence gathering from all relevant parties.
- Investigation write-up, benchmarking, and decision-making about consequences.
- Decisions on continuation or exclusion, with approval from the Senior Leadership Team.

7.4.3. Follow-Up:

- **Post-Investigation Meeting:** Meeting with the student Led by Heads of School and Heads of Year to explain evidence, expected behavior change, planned consequences, and supports.
- **Restorative Work:** Students may be required to undertake restorative work, reflecting on their actions, understanding the need for change, and committing to improvement.

7.4.4. Stage 4 Responses:

- **Change of Status:** Decision communicated to make the student a library learner only for a fixed or permanent period, with IT controls in place, there may be restrictions on communication tools for individuals not included in the Senior Leadership Team.
- **Behavior Plan:** A written plan with clear conditions of behavior, including objectives and potential reduced access, subject to regular reviews.
- **Final Written Warning:** Confirmation of agreed actions and consequences, explicitly outlining expected behavior and next steps.

7.4.5. Ongoing Monitoring:

- Heads of Year will actively check the student's adherence to agreed behaviors, escalating interventions as necessary.

7.4.6. For In-Person Activity:

- Similar approaches apply, with removal or limited access meaning the student is not physically involved in activities for a specified period, potentially involving unauthorized access to hubs, school associations & clubs.

Or:

- **Fixed-Term or Permanent Exclusion:** If the decision is to exclude, the exclusion process is followed.

7.4.7. Exclusions:

Reasons for Exclusion: All Stage 4 behaviors, including examples from Stage 2 and 3 that persist or are considered very serious, are grounds for exclusion. This encompasses persistent disruptive behavior hindering others' learning, even extending to conduct outside of school time impacting the school's reputation.

Forms of Exclusion:

(a) Alternative Status: A temporary or permanent move to library learner status with no access to live lessons.

(b) Fixed-Term Exclusion: Temporary removal of access to school systems, with a maximum duration of usually 14 days. The exact duration vary according to the severity of individual incidents and the extent to which they fall below the expected standards for the student's grade level.

(c) Permanent Exclusion: Removal of the student permanently from the school.

Exclusion Procedure: Parents/Guardians and students will receive written notification detailing the consequences. The procedure encompasses the application of the [behavior policy](#), communication of concerns, implementation of restorative work, establishment of

behavior plans, and the possibility of exclusion. The appeal procedure provides parents with the opportunity to contest decisions within a reasonable timeframe of 12 working days from the decision to appeal, following the complaints procedure policy. This ensures a thorough and transparent review process that may extend over a period of 3 working days.

8. Green Hubs:

We aim the scope of this policy extend to Green Hubs within the Network of Green Hubs which they play a pivotal role in upholding World Green Hub vision, aims, and values, that go alongside with Aile School philosophy. They are entrusted with the responsibility of ensuring a seamless alignment with our established standards, fostering a positive learning environment within their respective hubs. This commitment is underscored by the firm bond with World Green Hub that reflect the serious dedication required to maintain our school's ethos and values.

We consider the essential role of Green Hubs in our commitment to adaptive learning an integral part of our commitment to excellence hybrid learning. Their role extends beyond fostering sustainable practices and enhancing the learning experience, as they actively contribute to the cultivation of a positive and inclusive culture within the learning community. Upholding the behavior policies serves our sincere commitment to sustaining a positive and robust hybrid learning community at Aile School and its educational partners of Green Hubs, together we share the responsibility, to foster an environment where every member feels safe, valued, and supported in their learning journey, it is reflected in this comprehensive and meticulous approach.

9. Code Review: The Code of Conduct is reviewed annually to ensure its continued alignment with the strategic goals of Aile School and World Green Hub, and compliance with legal and educational best practices.

Final Statement

This policy is a robust framework that aligns with school commitment to its mission, values, and goals. School will ensure clarity in its application and provide the necessary resources for its implementation.

For the successful realization of this policy, school depend on the cooperation and support of all staff and stakeholders. Compliance with this policy will be encouraged, and school will maintain an open dialogue to address any concerns or suggestions for improvements.

This policy will be reviewed annually to ensure it covers all conduct influencing the well-being, learning experiences, and growth of fellow students within our virtual community in an educational environment where all students can thrive to achieve their fullest potential. Any amendments will be communicated promptly to all parties.

For any questions or further clarification regarding this document, please contact the Senior Leadership Team at administration@worldgreenhub.com, or call +447477205461.

This policy has been reviewed by The Senior Leadership Team and School's Founder and will take effect as of 7/2/2024.