



Adab & Behaviour Policy

At LNS explicitly teaching and practising good adab is essential to all aspects of school and home life. The term adab is difficult to translate but it includes behavior, manners, etiquette, conduct, civility and demeanor. The prophet (saw) said, "I have not been sent as a Messenger, except to perfect character" and he also said, "The nearest of you to me on the Day of Judgment will be the one who is best in character." Everything we do should be beautified with adab and we want all students of LNS to practice this.

To this end we have moved away from a simple 'behaviour' policy and have broadened the policy to include Adab.

This policy should be read in conjunction with the **Rewards and Sanctions Policy**.

OUR AIMS:

We aim to provide an Islamic holistic approach wherein the spiritual, moral and social values we follow are embedded in every aspect of school life. Our aims:

Lifelong learners – we aim to develop self-motivated learners with an enquiring attitude who aim for the highest standards in all that they do;

Learning environment – we aim to create a stimulating and happy environment in which all learners can fulfil their potential and in which we celebrate their achievements in all areas;

Respect for all – we aim to establish a courteous, caring and disciplined community in which self-respect, self-discipline and a sense of responsibility are fostered along with concern for others;

Partnership – we aim to sustain and nurture the close partnership between home, school and the local community;

Beyond this, we hope to instil in our students a respectful behaviour towards staff, parents, elders and the wider society.

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour and adab requires the commitment of all parents, staff and students and consistency of practice is needed across the school community to ensure that students know the standards of behaviour that are expected of them.

HOW WE WILL ACHEIVE THIS:

The school actively supports positive learning behaviours and promotes excellent adaab through:

- Awarding excellent marks via the tracking sheets
- Awarding adab (good deed) points via tracking sheets
- Merit certificates
- Attendance certificates
- Diary comments
- Letters of commendation
- Termly award assemblies
- School prefects including Head girl

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

The school has communicated the behaviour policy to all teaching and non-teaching staff by providing copies of the policy and through the staff-training programme. Additional training is provided for unqualified, trainee and newly qualified teachers.

INFORMING PARENTS:

The school has ensured that parents are fully informed of the expectations for all students by communicating them through the student planner, school prospectus, parents' meetings, and the school website. Parents play a crucial role in encouraging and supporting positive behaviour in their children. At LNS we use the student planners to keep parents up-to-date and will call parents as the need arises.

Where there is a concern with behaviour the class teacher may inform the tutor and/or parents. The tutor will monitor the situation.

The school has communicated the behaviour policy to all new and existing students through the student planner, school rules, school prospectus, newsletters, school assemblies, and within the curriculum wherever relevant.

The BIG FIVE

The following misdemeanours will automatically warrant a detention:

- Mobile phone (seen or heard in school)
- Gum (in school)
- Make up
- Jewellery
- Diary not in school

Acceptable and unacceptable behaviour

The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises. It is essential that the whole school community feels safe and secure at all times and does not fear invasion of personal space: emotionally, physically or mentally.

Examples of unacceptable behaviour include – but not exclusively:

- inappropriate physical contact
- invading the space of others: emotionally, physically and mentally
- name calling and/or verbal abuse
- threatening language or behaviour
- intimidation / physical abuse and/or fighting

- bullying
- harassment - including racist, sexual, sexist and homophobic abuse
- misuse of ICT by sending offensive email or text messages.
- inappropriate use of technology
- smoking – this includes being in possession of any smoking related items on school premises, including matches and lighters
- use of an illegal substance – this includes being in possession of items on school premises
- any item that has been, or is likely to be, used to commit an offence or cause personal injury to, or damage the property of, any person
- bringing any item which may be used as an offensive weapon into school e.g. knives, BB guns, laser pens etc.
- the bringing of fireworks into school
- disrupting lessons and other learning activities
- damage to property and the fabric of the building
- tampering with health and safety equipment and procedures
- leaving the school premises without permission during the school day
- being in/around areas which are out of bounds during the school day
- any type of graffiti
- lateness
- making malicious accusations against other persons in the school – students and staff members

The above misbehaviour will also be subject to the school’s disciplinary and sanctions procedures if it occurs:

- whilst taking part in any school-organised or school-related activity
- travelling to and from school
- whilst wearing the school uniform

and also if misbehaviour could have repercussions for the orderly running of the school or that could adversely affect the reputation of the school.

When deciding on a sanction the school will always apply the principles of proportionality. Depending on the nature of any unacceptable behaviour that a student has been involved in the following sanctions may apply:

- Make a sincere apology.
- Be placed in a detention after school or at break or lunch time.
- Be placed on daily or weekly support card to monitor behaviour.
- Undergo a series of sessions of detentions.
- Be isolated from lessons for a limited period.
- Pay in part or in whole for any replacements of damage resulting from inappropriate behaviour.
- Be excluded from school for a fixed term or permanently.
- Explain your actions to the police if your behaviour is potentially in breach of the law.

In order for the behaviour policy to be effective, a clear relationship with other school policies is established.

SCHOOLS	
Rights	Responsibilities

<ul style="list-style-type: none"> • To make clear the school’s statutory power to discipline students and that students and parents will need to respect this. • To enforce their school-behaviour policy – including rules and disciplinary measures. • To expect students’ and parents’ cooperation in maintaining an orderly climate for learning. • To expect students to respect the rights of other students and adults in the school. • To expect students to behave in an acceptable manner which promotes courtesy, co-operation and consideration. • Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against students who harass or who are disrespectful to school staff on or off premises – engaging external- support services, including the police, as appropriate. • To make judgements regarding sanctions that are appropriate, proportionate, balanced and measured. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school-behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To ensure the school-behaviour policy does not discriminate against any student on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and, as appropriate, reward students’ good behaviour. • To promote the school ethos of acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of the needs of vulnerable children, and offering support as appropriate. • To make alternative provision from day six for fixed-period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour. • To promote positive behaviour through active development of students’ social, emotional and behavioural skills.
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	<ul style="list-style-type: none"> • To keep parents informed of their child's behaviour, good as well as bad. • To work with agencies to promote community cohesion and safety.
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STUDENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be taught in environments that are safe, conducive to learning and free from disruption. • To be part of a community where acceptable behaviours are promoted and valued. • To expect issues regarding behaviour to be treated in a proportionate, reasonable, balanced and measured manner. 	<ul style="list-style-type: none"> • To follow instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • To adhere to the school's expectations regarding acceptable behaviours. • To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Individual Student Support Plans and Individual Education Plans.

PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To have access to the school behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour at the discretion of the school. • To expect their children to be safe, secure and respected in school. • To be able to contact the school regarding their child's behaviour or that of others. • To request that the school's sanctions are applied in a proportionate, reasonable, measured and balanced manner. • To appeal against a decision to exclude their child, to the governing body of the school. 	<ul style="list-style-type: none"> • To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their daughter follows reasonable instructions by school staff and adheres to school rules. • To sign the home-school agreement. • To ensure their child adheres to the dressed to learn rules including piercings and hair colours. • To send their daughter to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn and dressed to learn. • To accept the school's sanctions and work with the school to resolve issues of student behaviour in a collaborative and co-operative

	<p>manner.</p> <ul style="list-style-type: none"> • To ensure that their child does not bring into school items which are not suitable as per statement in student planner. • To check and sign the student planner each week. • To attend parents' evenings. • To contact the school each day of absence. • To ensure school staff are aware of any personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour. • If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.
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Signed and approved by Headteacher:

Signed and approved by Chair of Governors:

Policy updated:

Policy Review: