



Rewards and Sanctions Policy

REWARDS

Encouragement, praise and reward in each lesson are an essential part of positive behaviour (see Adab & Behaviour Policy).

The school supports a merit tracking system and all staff are expected to apply it consistently and according to the criteria. Verbal praise and encouragement should be used often and in every lesson.

Rewards System

The merit tracking system is used to record merit points gained from excellent marks and adab (good deed) points. Merit certificates are given out at the end of the term based on the total number of merit points accumulated over the year. In addition, certificates of achievement and prizes are awarded for outstanding academic performance and outstanding personal progress. Certificates and prizes are also awarded for adab which includes exemplary student behaviour, manners, contribution to school life and attendance. Trophies are awarded to the most outstanding student of the year.

LNS REWARDS SYSTEM

	Number of excellent marks in lesson	Good deed points
SUMMARY	Give pupils 1 excellent mark (=1 merit point) for outstanding academic achievement in classwork or homework. 1 excellent mark = 1 merit point.	Give pupils 1 good deed point = 1 merit point) for any good deed observed at any time. 1 good deed point = 1 merit point.
DETAILED CRITERIA FOR AWARDING EXCELLENT MARKS & GOOD DEED POINTS:	<ul style="list-style-type: none"> ✓ Achievement of outstanding work of a high standard in the group e.g. shown by a top grade or mark. ✓ Achievement of high test result or personal best. ✓ Sustained improvement in the standard of work over several weeks. ✓ Showing initiative in the production of voluntary work of a good standard. 	<ul style="list-style-type: none"> ✓ Helping the school community in their own time e.g. open evenings; parents evenings; register monitor (half-termly); clean & organise equipment; sponsored events; charity events; assemblies; cleaning up classrooms; maintaining tidiness; showing visitors around; helping other pupils etc.

	<ul style="list-style-type: none"> ✓ Determined effort in tackling areas of weakness. (see attached Tracking sheet) 	<ul style="list-style-type: none"> ✓ Taking part in extra-curricular activities e.g.drama; reading challenge; maths challenge; attending clubs regularly in a half-term etc. ✓ Acting responsibly and with concern for others e.g. assisting new pupils to settle into school; handing in found items etc.
WHO?	All members of staff.	
WHEN?	On observation of academic/personal achievement in lessons/lunchtimes/assemblies.	
RECORDED ON:	<ul style="list-style-type: none"> ✓ Teachers record excellent marks on pupil progress information tracking sheet for the term and student planners. 	<ul style="list-style-type: none"> ✓ Teachers record adab points on tracking sheet for the term.
OUTCOMES:	<p>On reaching a particular number of merit points, Pupils are awarded with certificates termly. The merit points are NOT cumulative and last for one term only.</p> <p style="text-align: center;">30 merit points = bronze certificate.</p> <p style="text-align: center;">★ 60 merit points = silver certificate</p> <p style="text-align: center;">★ 100 merit points = gold certificate, a text message sent home</p> <p style="text-align: center;">★ 120 merit points = platinum certificate, a letter of praise sent home</p>	
END OF YEAR AWARDS & PRIZES:	<ul style="list-style-type: none"> ★ Student of the year award as nominated by teachers. ★ Outstanding student of Quraan. ★ Highest pupil attendance. ★ Outstanding adab ★ Subject prizes ★ Most improved student ★ Head girl 	

SANCTIONS

Pupils will not always behave in the way we may wish and we will then implement sanctions which are two-fold:

- To punish
- To get pupils to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future.

The following grid acts as a guideline to staff as to how to deal with incidents. It is for guidance, rather than being prescriptive; each incident should be considered in its context but the guidance should aid whole school consistency. The grid works on a 5 stage model with escalating sanctions. This allows a stepped approach to match the seriousness of the incident with the sanction applied.

NEGATIVE BEHAVIOUR	STAGE	RESPONSIBILITY	GUIDELINES FOR CONSEQUENCES/ACTION	ADDITIONAL INFORMATION
Low level disruption: e.g. chatting, inattention, lack of work, low level arguing, no homework (one-off), no appropriate equipment, uniform infringements, misuse of equipment/environment, lack of respect, not following instructions, arriving late, showing off, unpleasant language used, shouting out of answers when asked to put hand up, etc.	1	Dealt with by teacher.	Warning. Look. Use of pupil's name. Moving pupil. 5 minute cooling off outside. Informal detention (5 minutes loss of break / lunch) – to be administered by teacher dealing with situation.	Record negative behaviour on pupil progress information tracking sheet.
Persistent low level disruption: e.g. continuation of the above into same or future lesson having given pupils every chance to remedy their previous poor behaviour. Overt rudeness/arguing/answering back, refusing to move seat when asked etc. The BIG FIVE: 1. No diary 2. Gum 3. Mobile phone 4. Make up 5. Jewellery	2	Dealt with by teacher.	Formal detention. ↓ Record pupil name in detentions folder in office. Write detention in pupil planner. 30 mins detention	✘
Mid-level disruption: e.g. repeated failure to respond to 2 nd stage action. Has ignored subject teacher.	3	Dealt with by teacher and tutor	Meeting with tutor	Afterschool detention 30 mins, parents informed
High-level disruption: e.g. repeated failure to respond to 3 rd stage action.	4	Dealt with by Deputy Head.	Formal detention (1 hour) supervised by DH. Interview with DH. Report card (1 week). Phone call home.	
Serious incident from outset (stages 1-4 jumped)	5	Dealt with by 3	Withdrawal from lessons. Meeting with parents.	

<p>or escalation (may be at other stages but moves quickly to stage 5). Serious incident: e.g. a person may be physically harmed. A person displays verbal or physical aggression. Bullying behaviour. Drugs, alcohol or weapons are involved. Inappropriate use of bad language (contrary to school mission).</p>		<p>Headteacher.</p>	<p>Possible short-term exclusion. Permanent exclusion. Report card. Recorded in student's file / Serious incident form</p>	
--	--	---------------------	--	--

LNS SANCTIONS SYSTEM

DETENTIONS

- 1) Communication of a detention is in the form of a diary comment which is put into the pupil's planner in the Notes/Communication section. This forms the communication home to parents, tutor, other staff etc.
- 2) The detentions are recorded on a class list kept in the detentions folder and ticked off when the detention has been done. Ust. Kinza maintains the detention record folder. Add code for reason for detention.
- 3) Detentions are held after school on Thursdays and Fridays.
- 4) They last for half an hour and are supervised by the teacher on duty for that day.
- 5) The students must copy out words and definitions from the dictionary or lines.
- 6) Any student who does not turn up for a detention and has not given a valid excuse beforehand, will have a double detention to follow it.

OTHER SANCTIONS AVAILABLE

Used at the discretion of the member of staff (see 6 stage grid):

- Headteacher Instant Referral
- Letter home to parents
- Internal exclusion from lessons
- Report card
- Short term exclusion
- Permanent exclusion

Signed and approved by Headteacher:

Signed and approved by Chair of Governors:

Policy updated:

Policy Review: