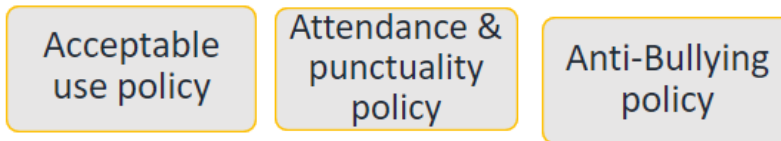




Adab (Behaviour) Policy (Including Rewards and Sanctions)

How this policy fits in with other policies:



Log of updates

09/2018	Updated following new appointment include role of Behaviour Lead and 3 levels of rewards.
05/2019	Updated following increase in number of detentions and serious incidents to include LNS charter, revamped star of the week award, inclusion of rewards and sanctions in one policy, levels of sanctions
05/2020	Updated following increase in reports of inappropriate language being used to include sanction for racist/homophobic/physical attributes language. Detention codes added.
03/2021	Report policy added and Recording by Head of behaviour

At LNS we explicitly teach and practice good adab. The term adab is difficult to translate but it includes behaviour, 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 embody this.

To this end we have moved away from a ‘behaviour’ policy and have broadened the policy under the title of adab.

We have identified 5 key characteristics we endeavour all students embody throughout their time at LNS and beyond. They are:

- **Respect**
- **Perseverance**
- **Listening**
- **Cleanliness**
- **Organisation**

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.

Key terms

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- inappropriate physical contact
- invading the space of others: emotionally, physically and mentally
- name calling and/or verbal abuse
- Repeated breaches of the school rules
- 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
- 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
- being disrespectful towards staff members
- making malicious accusations against other persons in the school – students and staff members

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and responsibilities

The governing board

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Behaviour/Adab Lead

Duties include, but are not restricted to:

- Ensure a full uniform & equipment check is completed fortnightly
- Assist in the reviewing and implementation of this policy including the Anti-Bullying policy.
- Ensure all staff are up to date with any policy changes
- Support the HT in handling Serious Incidents
- Lead reminders for INSET
- Report on behaviour at the fortnightly staff meetings as well as to the GB
- Ensure delegated tasks have been duly completed

Details of who is in this role for the current year can be acquired from the school office.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents as required by the school

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

LNS Charter

Our Student Charter was developed by all students across the school in March 2019. It sets out the responsibilities for each student in LNS. It is handwritten and signed by every student. A copy of the charter is also attached to every school planner and visible around the school.

As an LNS student, I agree that I will...

1. Greet teachers and fellow students with salam
2. Come to school smartly dressed in full school uniform at all times
3. Be punctual to all lessons and have the correct equipment
4. Pay attention to my teachers and not answer back or argue
5. Treat everyone equally and speak to each other with good adab regardless of any differences
6. Arrive to prayer in a respectful manner and pray salah with concentration
7. Respect the school equipment and property including leaving classrooms litter free
8. Not push other students in corridors
9. Not use bad language or any swear words
10. Respect the school rules and uphold Islamic manners outside of school

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school (whether they are wearing school uniform or not).

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items (see serious misbehaviour) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any smart phone or phone with a camera which is bought into school. These items will be returned at the end of the academic year.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. We will work with parents to create the plan and review it on a regular basis.

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.

Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

Rewards and Sanctions

Encouragement, praise and reward in each lesson and throughout the school day are an essential part of promoting excellent adab. The school actively supports positive learning behaviours and promotes excellent adaab through:

Level 1	Excellent marks via the tracking sheets, adab points via tracking sheets, positive diary comments
Level 2	Termly certificates, Merit certificates, Termly attendance certificates, Termly award assemblies, Texting parents, Postcards, star of the week award
Level 3	Subject prizes, Letters of commendation, School prefects including head girl, head teacher award, student of the year award, most improved student award, Prayer award

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 term.

In addition, at the end of the year, certificates of achievement and prizes are awarded for:

- Student of the year award as nominated by teachers
- Most improved student
- Outstanding student of Quran
- 100% Pupil attendance
- 100% Pupil Punctuality
- Outstanding adab
- Excellence at prayer time
- Subject prizes
- Head girl
- Headteacher's award

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 adab 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. • Determined effort in tackling areas of weakness. • Taking part in extra-curricular activities e.g. drama; reading challenge; maths challenge; attending clubs regularly in a half-term etc. 	<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. • 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. 	<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> <ul style="list-style-type: none"> • 30+ merit points = bronze certificate • 60+ merit points = silver certificate • 120+ merit points = gold certificate • 160+ merit points = platinum certificate 	

Star of the Week

Each week, five students are chosen who have embodied one of the five LNS characteristics of:

Respect
Perseverance
Listening
Cleanliness
Organisation

Student names are displayed in the main corridor for a week and students are given a gold star pin to wear on their lapel.

SANCTIONS

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

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

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 report 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.

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	STAGES	RESPONSIBILITY	GUIDELINES FOR CONSEQUENCES/ACTION	ADDITIONAL INFORMATION
Low level disruption: e.g. chatting, inattention, lack of work, arriving late (1 st time), , 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.
Misbehaviour: e.g. continuation of the above into same or future lesson having given pupils every chance to remedy their previous poor behaviour. The BIG FIVE: 1. No diary 2. Gum 3. Mobile phone 4. Make up 5. Jewellery	2 - 2b	Dealt with by teacher.-	Formal detention. Record pupil name in detentions folder in office. Write detention in pupil planner. 30 mins lunch detention	
Persistent misbehaviour: For examples of behaviour Repeatedly failing to complete homework, large number of detention	2b - 4	Dealt with by BL (Behaviour Lead)	Could be: Formal detention (1 hour) supervised by Head. Or report (1 week). Parents informed	
Serious incident from outset (stages 1-4 jumped) or escalation	5-6		All of the above,	

(may be at other stages but moves quickly to stage 5). Serious incident: e.g. same as above or a person may be physically harmed. A person displays verbal or physical aggression. Bullying behaviour. Drugs, alcohol or weapons are involved. Use of bad language or racist or homophobic language. Comments about someone's physical appearance, intellectual ability.		Dealt with by BL, Head Teacher or Deputy	Recorded in student's file / Serious incident form	
Persistent serious incident/s e.g. continues to bullying without remorse, repeatedly verbal/physical aggression	6-7	Dealt with by HT	Internal suspension, external suspension Permanent exclusion	

Stage 1	Verbal warning given
Stage 2	Detention (30 mins) during lunch
Stage 2b	After school detention 30 mins
Stage 3	Afterschool detention 1hr
Stage 4	Phone call/meeting with parents – targets set (Report 5 days)
Stage 5	Suspension internal
Stage 6	Suspension external
Stage 7	Exclusion permanent

DETENTIONS

1. Detentions are recorded in the student planner at the back.
2. The detentions are recorded on a class list kept in the detentions folder and ticked off when the detention has been done. Add code for reason for detention.
3. Detentions are held every lunch time and after school every day.
4. They last for half an hour and are supervised by the teacher on duty for that day.
5. There is a head teacher's detention after school for serious offences lasting 1 hour.
6. Students must write lines in all detentions unless the detention is issued for:
Quran homework incomplete – student practises Quran during detention
Any student who does not turn up for a detention and has not given a valid excuse beforehand, will have an after school detention on the same day for 30 mins
7. Any student with 4 detentions for missing equipment in one half term will be placed on Equipment Report for 2 weeks.
8. Any student with 4 detentions for poor behaviour in one half term will be placed on Behaviour Report for 2 weeks.
9. Any student with 4 detentions for missing homework in one half term will be placed in compulsory after school homework club for 1 hour a week after school. They will attend and do their homework whilst there until they have 6 weeks clear of any missed/incomplete homework detentions. The teacher on homework club duty will check with the office if any absentees were also absent during the day. If they were present but missed club, teacher will send an email before the end of the

session to Behaviour Lead to inform her of who has deliberately missed club. Behavior Lead will then issue a 1 hour head teacher's detention the next day.

DETENTION KEY CODES

PB Poor Behaviour	L Late	LS Late to SCHOOL	E Equipment
HW Homework	J Jewellery	MD Missed Detention	EB Equipment TEXTBOOK
G Gum	D Diary	HW (Q) Homework (Quran)	
MB Mobile	U Uniform	MK Make-up	

IF A STUDENT IS **ABSENT** FROM SCHOOL MARK "ABS" SO IT IS CLEAR THEY DIDN'T MISS THEIR DETENTION. THEY WERE ABSENT.

PROCEDURE FOR MISSED DETENTIONS

1. Transfer details onto yellow after school detention sheet at front of folder.
2. Inform student of after school missed detention.
3. Send text message home via office informing of after school detention.

NB: If they have period 7, the detention would fall on next free after school.

The after school detention can only be given on the same day if the parents have been informed by the end of lunch otherwise it will be the next day.

REPORT POLICY:

If a student receives 4 or more detentions per half term in the same area then:

1. **Tutor report:** The student will be on report for 2 weeks, all aspects of their conduct will be monitored regardless of the reasoning for their report. Behaviour will also be checked during break and lunch. The report sheet must be handed to the teacher at the beginning of each lesson. The teacher will sign and give an overall grade to the student at the end of the lesson. The student will hand the report to the office at the end of each school day. It will be kept at school in the class register, the tutor will check and sign it during registration each day. At the end of the report the Behaviour Lead (BL) will check the grades and any detentions received during the 2 weeks. The student must receive a minimum of 80% grades 3-4. A copy of the report and covering letter will be sent to the parents from BL. Note: If a student fails to give the teacher the report at the beginning of the lesson thus having blank fields, they will automatically receive a grade 1. If the student loses their report,

they will be issued with a new and restart the 2 weeks of report. BL will keep a record of everyone on report including outcomes on the report list in OneDrive.

Explanation of grades:

- 1 = **Very poor**
- 2 = **Poor**
- 3 = **Good**
- 4 = **Very good**

If a student fails to receive 80% or above grades 3-4 they will move to stage 2:

2. **Parent/student meeting:** The head of behaviour will meet the student with their parent to explain the seriousness of the matter. The student will be put on a 2 week probationary period. TH will meet with the student 4 times (twice per week) to discuss progress. Parents will be informed at the end of the probationary period.

During the probationary period they must not receive any detentions, if they do they will move onto stage 3.

3. **Intervention:** The student will meet with a member of the senior management team once per week for a half term (a minimum of 6 meetings is required). The SMT will take a holistic approach to discuss the student's behaviour, targets will be set.

If intervention fails and the student still has not resolved their behaviour or the number of detentions is still a matter of concern, the matter will move onto stage 4.

4. **Head teacher:** The head teacher will decide what appropriate action needs to be taken in accordance with the School's sanctions policy.

NB: Parents will be kept informed at the end of every stage above.

Recording by Behaviour Lead (BL):

- BL will complete the termly detentions count spreadsheet every week on OneDrive so that problems can be flagged up in a timely manner.
- The spreadsheet is colour coded:

	4 detentions in the SAME AREA - needs to be considered for REPORT
	3 detentions in the SAME AREA - needs tutor / behaviour head to speak to student
	TOTAL detentions are 4 or more across DIFFERENT areas - needs tutor / behaviour head to speak to student

- Once a student has been flagged yellow or amber BL will email the tutor to inform them so they can speak to the student directly.
- BL will create a student detention record summary for each student which is sent to parents with every termly report.

