



Discipline Sanctions and Rewards Policy

Prophet Muhammad (PBUH) said: Allah is kind and He loves kindness and confers upon kindness that which he does not confer upon severity or anything else besides it (Muslim).

Abu Musa reported Allah's Apostle (PBUH) as saying: The honest Muslim trustee who gives what he is commanded to do and he gives that in full with his heart overflowing with cheerfulness and he gives it to one to whom he is ordered, he is one of the givers of charity (Muslim).

He also said, *"For one who treads a path to knowledge, Allah will make easy the path to Paradise."* (Muslim)

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1. INTRODUCTION

- 1.1. Pupils achieve their best in an environment that is safe, calm, and orderly. Positive behaviour is fundamental in helping pupils feel secure and flourish. It also enables high-quality teaching and learning to take place. This policy aims to promote consistency across the school and foster a culture of good behaviour, which in turn helps to prevent poor conduct.

2. AIMS

- 2.1. To foster a culture of excellence in which all pupils and staff can thrive.
- 2.2. To build caring, compassionate, and consistent relationships that promote a sense of belonging.
- 2.3. To promote positive behaviour, self-discipline, and mutual respect.
- 2.4. To acknowledge, reward, and celebrate behaviours that reflect our values.
- 2.5. To reduce instances of poor behaviour by actively promoting, modelling, and consistently rewarding positive behaviour. This approach has demonstrated clear impact, particularly evident in the performance and merit achievements of our residential pupils (refer to the detailed merits and rewards document)
- 2.6. To prevent all forms of bullying.
- 2.7. To ensure fairness and consistency in the management of behaviour.
- 2.8. To uphold and support the mission, vision, and values of our school.
- 2.9. To ensure pupils are aware of the school's expectations and contribute to a positive school ethos.
- 2.10. To encourage staff to address instances of poor behaviour in a constructive and consistent manner.
- 2.11. Through a strong focus on *Tarbiyah* (moral and spiritual development), we aim to instil self-discipline and good character in our pupils, thereby proactively discouraging poor behaviour.

3. ROLES AND RESPONSIBILITIES

- 3.1. Promoting positive behaviour and good attendance is the shared responsibility of the entire school community. All members of staff, pupils, parents and carers, and governors contribute to fostering a culture where expectations are clear, behaviour is positive, and everyone is supported to succeed.

THE HEADTEACHER

- 3.2. 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.

STAFF

- 3.3. All staff should:
 - Treat pupils with respect, care, compassion, and consistency.
 - Teach and model positive behaviours that support learning and wellbeing.
 - Promote and reward excellent behaviour, attendance, and punctuality.
 - Address unacceptable behaviours promptly and appropriately to avoid a repeat occurrence.
 - Implement the behaviour policy consistently.
 - Encourage children to enhance their ability through work and play.



- Ensure that a balance is achieved between disciplining children and enabling them to express themselves. Children who have developmental problems and those who are of a high ability may both be disruptive for different reasons. Therefore, teachers should be aware of divergence of abilities and interest in the classroom and ensure that all kinds of children are engaged in their work.
- Conform with this disciplinary policy and other guidance on their relationship with boarders and students in general.
- Never leave a class or group of pupils under their supervision unattended for extended periods.
- Foster a balanced approach between rewards and sanctions, with recognising and encouraging positive behaviours taking precedence.
- Encourage mutual respect between staff and pupils in all interactions.

PUPILS

3.4. Pupils are expected to:

- Behave in a positive and respectful manner at all times.
- Show consideration and respect to all members of staff and fellow pupils.
- Treat school buildings, equipment, and property with care.
- Wear the correct school uniform as specified in the uniform policy.
- Accept sanctions when given.
- Maintain mutual respect in their relationships with staff and peers.
- Conform with clear standards of behaviour, as specified by the *Discipline Policy* document.
- Ensure that senior pupils in positions of responsibility do not misuse their authority or act in a manner that is oppressive or unfair.

3.5. Pupils must not:

- Bring in cigarettes, vapes etc. The school operates a strict zero-tolerance policy regarding smoking, e-cigarettes, and vapes. Any pupil found in possession of such items will have them confiscated and permanently disposed of. Disciplinary action will follow, which may include suspension, and in cases of repeated breaches, permanent exclusion.
- Bring mobile phones, laptops, or other electronic devices onto the school premises without prior authorisation from the Headteacher or a member of the Senior Leadership Team (SLT). Any unauthorised devices will be confiscated and returned at the discretion of the school.

4. REWARDS

- 4.1. The principal aim of the rewards system is to promote and reinforce positive behaviour and conduct, thereby discouraging poor behaviour through recognition and encouragement of good choices.
- 4.2. Rewards may be given by senior students, teachers, supervisors and the principal. However, it is important to ensure that the 'Rewards and Gifts' section of the Safeguarding (Child Protection) Policy of Jamia is followed.
- 4.3. Teachers and staff should promote and encourage pupils to live by our values at every opportunity.
- 4.4. Rewards may not take the form of financial inducements from a member of staff, although the awarding of small amounts of money by the school in general is not prohibited.
- 4.5. Rewards must not take the form of any intimate form of physical contact with the child under any circumstances. All persons with authority over children must take care to ensure that they are not placed in an intimate position, or in such a position that may be construed in that manner, with a child.



- 4.6. Rewards which involve the shifting of responsibility for the child from the school to others such as their parents, like the granting of extra weekend leave, may only be made by the principal and not by teachers or senior students.

PRAISE

- 4.7. Praise is used as the greatest lever for securing a positive culture.
- 4.8. The most effective reward is that which is immediate and delivered by a person who has a good relationship with the pupil. For example, a simple 'well done' can have a huge impact.
- 4.9. The simplest and most effective reward for pupils is praise. For it to be most impactful, it needs to be:
- Specific and linked to an achievement or action of merit
 - Sincere and genuinely expressed with appropriate language and tone
 - Personalised through the use of the pupil's name
 - Consistently used in all lessons as a part of our teaching
- 4.10. Within the established positive learning environment, pupils should expect to receive regular praise from adults in school for notably good behaviour. Strategies include:
- Regular verbal praise and encouragement, specifically focusing on personal gains by individuals
 - Non-verbal praise - e.g., thumbs up, positive facial expressions
 - Acknowledgement of good work and instant recognition for good homework produced
 - Encouraging staff to praise identified individuals
 - Displaying pupils' work around the learning environment as positive exemplars

MERITS

- 4.11. To encourage positive behaviour and performance, staff may award merits for the following:
- Positive behaviour (e.g., helping others, showing respect, contributing to class discussions).
 - Excellent academic effort or achievement.
 - A commitment to personal growth and community values.
- 4.12. Students/teams with the most merits will be publicly recognised (eg. Merit leaderboards) and awarded regularly providing further incentive.



FURTHER REWARDS

4.13. The school believes in recognising and celebrating positive behaviour, academic progress, and contributions to the school community. Rewards may take various forms, including but not limited to:

- Verbal praise and encouragement.
- Public recognition of good work or behaviour in assemblies or class settings.
- Regular presentation of certificates for academic, behavioural, or extracurricular achievement.
- Granting of vouchers for use at the school tuck shop.
- Extension of certain privileges, including additional participation in extracurricular activities and, where appropriate, extra weekend leave
- Personalised mugs awarded to pupils demonstrating exceptional commitment to both academic excellence and behaviour.
- Certificates for outstanding merit totals and meaningful contributions to team efforts.

RESIDENTIAL STUDENTS

4.14. Residential students are eligible for additional forms of recognition for sustained effort and positive conduct. These may include:

- Priority opportunities to showcase work or contributions during the Friday Night Anjuman (Assembly).
- Access to further extracurricular opportunities and school trips.
- Recognition in the form of 'Best Boarder' awards at the end of the academic year.
- Appointment to positions of responsibility, such as Prefects/Senior students.

5. SANCTIONS

- 5.1. While the school maintains clear expectations for behaviour, it is firmly committed to promoting positive conduct through praise, encouragement, and reward. Sanctions are applied only when necessary and always as a last resort. Wherever possible, staff will seek to reinforce good behaviour and resolve issues through positive engagement. The emphasis remains on recognising and celebrating improvement and effort before resorting to disciplinary measures.
- 5.2. No member of staff is permitted to use corporal punishment. Physical chastisement of a child is not permitted under any circumstances.
- 5.3. Deprivation of food, drink or sleep is not permitted as a form of discipline or control of a child. Similarly, the deliberate withholding of medical or dental treatment is forbidden as a means of punishment or otherwise.
- 5.4. The restriction of liberty of a child is not permitted. An instance that constitutes such a prohibited practice is the locking of a child in his room, in a 'time-out' room or in any other part of the school. A child may be asked to confine himself to a 'time-out' room, but this is not permitted as a form of unsupervised punishment. However, it is acceptable to refuse a child permission to leave his room or any other part of the school, or access to a part of the school, for security or health and safety reasons.
- 5.5. Sanctions that involve the use of educational activities, such as the writing of an essay, should be avoided as a means of punishment unless they have a degree of relevance to the offence. For example, a child who fails to submit his homework may be asked to complete his homework during his leisure time as a form of punishment.
- 5.6. The imposition of fines on a child is prohibited. Where a child has misappropriated monies or goods, the principal must be informed before any attempt is made by a member of staff to request that the child make good his misdeed. Where compensation is sought for such



misappropriation of monies or goods by a child, it should be sought from the parents of the child and not the child himself.

- 5.7. Intimate physical searches of a child, or actions that physically humiliate the child, are not permitted under any circumstances.
- 5.8. It is not permitted for any member of staff to refuse a child access/communication to his parents/guardians as a form of punishment. However, where the allowing of a child to communicate with or see his parents/guardians contravenes the normal disciplines of the running of the school, such as the child being in class or where the child wishes to leave the premises without permission, then such access/communication may be restricted within reason.
- 5.9. Sanctions may be imposed by members of staff and prefects, provided that these sanctions are reasonable. Where a member of staff or a prefect is in doubt as to the suitability of a punishment, he should seek advice from the principal and the child welfare officer.
- 5.10. Sanctions that are administered should be reported and recorded where appropriate and the child welfare officer should ensure that all sanctions are monitored and of a suitable nature.

VERBAL REPRIMAND

- 5.11. Sanctions may involve the use of mild or moderate verbal reprimand, however, the use of vulgar language and slander by any member of staff is not permitted.
- 5.12. A child may only be asked to leave the classroom if they are consistently disruptive to, and are hindering the progress and work of others. However, they should not be left unsupervised and should either be sent to the principal or a designated supervisor.

DEMERITS

- 5.13. Staff may award demerits for negative behaviour such as:
 - Disruptive classroom behaviour.
 - Failure to meet academic expectations.
 - Inappropriate conduct or failure to follow school policies.
- 5.14. Each demerit results in a minus one point deduction from the team's total score. The purpose of demerits is to encourage students to reflect on their behaviour and make adjustments within a supportive environment.

SERIOUS MISBEHAVIOUR (F)

- 5.15. In cases of serious misbehaviour, such as aggressive or violent behaviour, F is used as a code for Principal Intervention. A serious incident may result in a minus three-point deduction from the team's score. This serves as a last-resort measure, and any instance of an F-rated misbehaviour is carefully reviewed by the principal and appropriate staff, ensuring fairness and clarity in the process.

DETENTION

- 5.16. Sanctions may take the form of detention, 'time-out' (in accordance with 6.4 above), temporary removal of privileges such as leisure activities or the imposition of additional household chores. Further detail on detentions is available in the Detentions Policy.
- 5.17. Pupils may appeal against the issuing of a detention if they believe it has been given unfairly or in error. Appeals will be reviewed by the designated Appeals Panel. The panel will consider the circumstances objectively and make a final decision, which will be communicated clearly to all pupils.



BEHAVIOUR REPORT CARD

- 5.18. Where students show poor behaviour repeatedly, they will be placed on 'behaviour report card'. This will allow daily monitoring of student behaviour and attitude in each lesson, as well as allowing parents to have clear and regular information on their son's progress in classes. The minimum term for a report card will be five weeks. If a student improves his behaviour once on report, he will be removed from the report card system. Should he fail to improve on report card, the student's parents will be called to Jamia and a parental contract will be agreed.
- 5.19. Students persistently failing to improve behaviour despite repeatedly being on behaviour report card will face exclusion.

FURTHER DETAILS

- 5.20. Students need to make sure they are following the uniform set by the school which is explained to all students in the induction; this includes the white dress code, the jumpers (without large motifs), simple haircuts; uniforms will be checked regularly to ensure they conform to the ethos and instructions of the institute and that the students look smart, well-presented and 'ready to learn'. In the event that a student has the wrong uniform, the teacher or member of staff will challenge the student and instruct them to address the issue.
- 5.21. For significant and repeated breaches of the uniform code, the matter will be referred, and the student may be sent home to address the concern before returning to school.
- 5.22. The school maintains a strict zero-tolerance policy regarding smoking, e-cigarettes, and vapes. Any student found in possession of these items will have them confiscated and disposed of. Additionally, the student will face disciplinary action, which may include suspension or, in cases of repeated violations, expulsion.
- 5.23. Students are prohibited from bringing mobile phones, laptops, and other electronic devices to school without prior approval from the Principal or Senior Leadership Team (SLT). If a student brings any device, it must be handed into the office before entering the classroom or other areas. If a student is found with an unauthorised device, it will be confiscated and returned only to the student's parent or guardian at a later date. Disciplinary action will follow, which may include suspension or, in cases of repeated offenses, expulsion.