

Rawdhatul Ilm Wal Huda, 32 Moss Street, Blackburn, BB1 5JT

# Rewards and Sanctions 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)

**Published Date: July 2023**

**Review Date: September 2024**

**Notes:** Signed on behalf of Rawdha:

## Policy on Rewards & Sanctions

The following policy was determined after close consultation of Volume 5 in the *Children Act 1989 Guidance and Regulations*. It should be read in consultation with the Safeguarding (Child Protection) Policy of Rawdha.

**The maintenance of good discipline is of paramount importance for the growth, welfare and development of pupils, particularly so in boarding schools where pupils have to co-exist and grow up with peers who may exhibit varieties of behaviour.**

VOLUME 5 (3.9.2)

### 1. GENERAL

- 1.1 Children should be constantly encouraged by teachers to enhance their ability through work and play. Teachers should 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.
- 1.2 There should be mutual respect and understanding between boarders and staff.
- 1.3 Boarders are expected to conform with clear standards of behaviour, as specified by the *Discipline Policy* document.
- 1.4 All staff are expected to conform with this disciplinary policy and other guidance on their relationship with boarders and students in general.
- 1.5 Teachers and supervisors must ensure that no class or group of children under their authority are left unsupervised and unattended for a lengthy period of time.
- 1.6 Senior students who have been given authority over others may not exploit that to cause offence to or oppress those over whom they have authority.
- 1.7 All members of staff who are enforcing discipline should recognise the need to maintain a balance between the granting of rewards and the imposing of sanctions to instil a sense of pleasant co-existence. The granting of rewards should always take precedent over the imposition of sanctions when trying to promote good behaviour and deeds.

### 2. REWARDS

- 2.1 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 Rawdha is followed.
- 2.2 Rewards may take the form of verbal encouragement, public acclamation of a good deed or piece of work, regular presentation of certificates, granting of vouchers to be spent at the school tuck shop and granting of additional responsibility and seniority such as appointing of prefects.

- 2.3 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.
- 2.4 Rewards must not take the form of any intimate form of physical contact with the child, such as hugging, 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.
- 2.5 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.
- 2.6 Rewards such as the granting of certificates or vouchers should be regular, in order to maintain a substantial link between good work and deeds and the reward.
- 2.7 Residential students will be given rewards for their hard work throughout the year; including, priority to display their efforts in Anjuman (in assembly), allowed in more extracurricular activities, school trips, end-of-year 'best boarder' achievements, etc.

### 3. SANCTIONS

- 3.1 No member of staff is permitted to use corporal punishment. Physical chastisement of a child is not permitted under any circumstances.
- 3.2 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.
- 3.3 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.
- 3.4 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.
- 3.5 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.
- 3.6 Intimate physical searches of a child, or actions that physically humiliate the child, are not permitted under any circumstances.
- 3.7 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.

- 3.8 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.
- 3.9 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.
- 3.10 Sanctions may take the form of detention, 'time-out' (in accordance with 3.3 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.
- 3.11 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.
- 3.12 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.
- 3.13 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 daughter's progress in classes. The minimum term for a report card will be five weeks. If a student improves her behaviour once on report, she will be removed from the report card system. Should she fail to improve on report card, the student's parents will be called to Rawdha and a parental contract will be agreed.
- 3.14 Students persistently failing to improve behaviour despite repeatedly being on behaviour report card will face exclusion.
- 3.15 Students need to make sure they are following the uniform set by the school which is explained to all students in the induction; uniforms will be checked regularly to ensure they conform to the ethos and instructions of the institute and that they 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.
- 3.16 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.
- 3.17 The boarding students will be provided with further incentives for their role of outside of school hours. There is a specific termly reward from the headteacher for those boarders who show sportsmanship and assist in various activities.
- 3.18 The boarders will have access to independent listeners as well as staff members with whom they may discuss their stay at Rawdha. Any concerns among peers will be addressed immediately and appropriate sanctions will apply.
- 3.19 The boarders will be provided with a caring and supportive environment, encouraging them to value kindness, courtesy and mutual respect. The night staff will receive specific training to celebrate achievements, manners and

efforts – vocally or in the form of room-prizes. Each room will receive an award for cleanliness and helping each other.

- 3.20 There will be occasions where some property, e.g., a mobile device, may be confiscated – by giving to the school office - if any there is any abuse. The school will keep a record of this and the pupils will be returned their property upon consultation with parents and having checked the device and cleared.

### Rewards and Sanctions

At Rawdha, we endeavour to encourage positive behaviour within our pupils, in turn creating a positive environment for all. Positive behaviour management is greatly encouraged to all Staff.

The most important aspect of effective rewards and sanctions in motivating students to learn and achieve well is to maintain outstanding relationships with all students. It is important for us to be fair and seen to be fair, sensitive and seen to be sensitive, humble, respectful, charitable and with a sense of humour.

It is also important to set high expectations for behaviour and learning at the start of the year (seating plan, how students walk in, rules and routines for starting, listening in and ending lessons; knowing that you mean what you say) and to consistently model exemplary behaviour ourselves.

### **Rewards**

#### **(i) Reward through Praise (delivered by all staff)**

The simplest and most effective reward that our students can have is **praise**. In order for praise to be most effective, 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 student's name.
- Consistently used in all lessons as a part of our teaching.
- Discreet and private at times when appropriate.
- Postcard home for good work

Praise can be verbal, as a gesture (thumbs-up, smile etc) or written in the form of a note, sticker or certificate. Praise can also be addressed to parents through a telephone call or a letter sent home.

### **Reward through Whole-School Systems**

All students will be part of the whole-school reward system which will consider accumulative achievements in behaviour, academia and/or attendance.

#### **Weekly:**

- Special mentions/congratulations for academic achievement or good boarding will be announced in weekly assemblies for students. Names will be put forward by subject teachers, boarding staff, or senior leaders

in relation to any special student achievements identified during the week.

- In addition, subject teachers will be responsible for sending home with students 'A note of praise' to share recognition of excellent classwork, behaviour, or noteworthy action from pupils with their parents. Admin staff will be responsible for sending an electronic 'note of praise' to parents of boarding students.

### **Monthly:**

- **'Good News Postcards'** sent to student homes. These should be sent if the student has achieved above their target in an assessment or if she has really excelled in a piece of homework or classwork. The use of postcards is most effective if sent discreetly without publicising it in the classroom. Teaching and non-teaching staff should endeavour to send some 'Good News postcards' per class per half-term. A central record should be kept by the DoL in each Faculty detailing the times and names of students.
- Students of the Half – term/ Term' will be chosen per year group based on the highest behaviour and attendance. The top three students will be selected and awarded.
- 'Form of the Half – term/ Term' (attendance), will be selected based on the highest attendance figures – a running trophy will be awarded to this form class.
- 'Form of the Half – term/ Term' (behaviour and achievement), will be selected based on the net conduct points (achievement points – behaviour points) – a running trophy will be awarded to this form class.
- Head of Boarding award – One student will be selected by the Head of Year based on best character and contribution displayed. The student would receive a Head of Boarding Award certificate and Trophy.

### **Termly:**

- Subject nominations will be awarded to selected students each term; each nominated student will receive a subject certificate of excellence.
- All students achieving 100% attendance at the end of the term will be able to collect a special termly attendance badge. In addition, all of these students will have a 100% attendance achievement postcard sent home.

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### **End of the year:**

- All students with 100% attendance will receive a letter from the Head Teacher and certificate of achievement. They will all be automatically.
- A Special Principal's Award will be allocated to one student from each year group. This will be based on nominations by Form Tutors for each form class and advice/guidance from supporting staff. The focus will be on attendance, behaviour, character and effort in lessons.
- A special behaviour conduct award will be allocated to the top 3 students in each year group with the highest net conduct points.
- A 'student of the year' award will be given to the best performing pupil who has a good all rounded individual.

- All pupils who achieve an award will automatically be part of the end of year rewards trip.

## Sanctions

The sanctions system for Year 7 to Year 13s is summarised on the next page.

### (i) Sanctions through Verbal Reprimands (delivered by all staff)

The simplest form of sanction is the verbal reprimand. As with the `correct` use of praise, the verbal reprimand should:

- Initially use positive reinforcement (praise) of others who are on task to challenge those who are not.
- Be clearly linked to learning e.g., *'Rehana, work quietly please, I want you to get an 'A' grade in your next test'*.
- Criticises the behaviour rather than the student.
- Be discreet and not intended or perceived as making an example of a student.
- Should not describe the behaviour, but direct the remedial action required.  
e.g. Instead of *'You are chewing, Saliha'*, it is more effective to say *'Empty your mouth, Saliha. Thank you.'*
- Delivered in a reasonable tone and at an appropriate volume.
- Be followed up by discreet praise once the remedial action has been taken by the student.

### (ii) Sanctions through Warnings and Detentions (delivered by all staff)

Students whose behaviour does not respond to verbal reprimands should now receive a **first warning**. This will be signalled by writing their initials on the white board. The language used by the teacher must be clear and unambiguous; *'Salihah, I have asked you to work quietly during this activity, and you have not done so repeatedly; this is now your first and only formal warning...work quietly. Thank you.'* The student must now be given the opportunity to put right their own misbehaviour.

If a student continues to misbehave, they will receive a **second warning and related sanction**. The teacher will specify the sanction (a minimum 10 minute detention) and clarify that any further misdemeanours will increase the length of the detention and may also result in referral to the form tutor and contact with parents. The 10 minute detention would result in a late lunch. A teacher must complete the detention form on the drive. This would be checked weekly by an admin staff member who would contact the parents to inform them of this.

If this detention is imposed, the parents of the student are to be contacted by an admin staff, explaining why this has occurred. This should be recorded in the detention log.

If a pupil continues to misbehave then a 30 minute 'quiet tea' would be given on a Friday after school. This would be for residential and non-residential pupils. In this case, a teacher would complete a detention form on the drive where an admin staff would check it on a weekly basis. They would inform parents accordingly.

If a **Form Tutor** has had a number of referrals for an individual, it is clear that this young person is not, for whatever reason, adopting the correct attitude to their own learning. The **Form Tutor** would then seek guidance from the management team who may then wish to impose their own sanction, informing the parents as to the escalation of the problem. The management team may choose to put a pupil on a report which would last two weeks. A pupil's behaviour and attainment would be closely followed by the management staff member and the report must be signed by parents for a non-residential pupil. In the case of a residential pupil, the report would be emailed to them to inform them.