



Rewards and Sanctions Policy

"The Believers are but a single Brotherhood: So make peace and reconciliation between your brothers; and fear Allah, that you may receive Mercy.

O you who have believed, let not a people ridicule [another] people; perhaps they may be better than them; nor let women ridicule [other] women; perhaps they may be better than them. And do not insult one another and do not call each other by [offensive] nicknames. It is an evil thing to be called by a name of disobedience after being a believer. And whoever does not repent are the ones who are wrongdoers.

O you who have believed, avoid suspicion. Indeed, suspicion in some cases is sin. And do not spy or backbite each other. Would one of you like to eat the flesh of his brother when dead? You would detest it. And fear Allah, indeed, Allah is the Acceptor of repentance and Merciful. (S Hujurat: V10-12)

The Messenger of Allah, peace and blessings be upon him, said, "Nothing is weightier on the Scale of Deeds than one's good manners." (Abu Dawud, Tirmidhee, Ahmad)

The Messenger of Allah, peace and blessings be upon him, "He who does not show mercy to our young or show esteem for our elders is not one of us." (Abu Dawud, Tirmidhee)

Aims

- To develop an environment conducive to learning through positive attitude, praise and encouragement.
- To foster self-discipline within each individual so that they are able to engage with others in a friendly, co-operative and respectful way regardless of race, class, gender, age or ability.

- To create an environment where individuals are free to take risks, contribute and participate in a safe and secure atmosphere without fear of being judged, criticised or rebuked.

Good Behaviour

Responsibility of Pupils

The four basic rules for pupils are:

- 1) Respect Allah
- 2) Respect myself
- 3) Respect others
- 4) Respect my environment

The rules will be displayed in classrooms and around the school. They will be shared with parents and pupils during the Open Day and Induction. They will also be part of the Home-School and Pupil-School agreement.

In and around school these rules mean:

1. Respect Allah

- Learning the Quran, Arabic and about Islam is the most important purpose of attending FLA. Attitude, behaviour, effort, motivation and work ethic should reflect respect and priority towards these subjects.
- The Quran should not be read in a fast or rushed manner and the correct etiquette should be adopted when reading the Quran (to be in wudhu, to place the Quran off the ground etc).
- Effort should be put in to reading extra Quran at home and practising what is taught in school.
- Learning Arabic is not just like learning another language - it's the most important language to learn so that the Quran can be understood properly.
- Effort should be put into practicing what is learnt at home and using Arabic words or phrases as much as possible.
- Islam is not a subject but a way of life. Pupils should reflect this in their words, actions and choices e.g. (using Islamic phrases, refraining from swearing and fighting, deciding whether something is right or wrong etc.).

2. Respect myself

- Look after your reputation - don't give people a reason to talk about you.

- Guard your heart from bad thoughts, tongue from bad words, your hands from hurting others or causing harm to the environment and your limbs from bad actions.
- Value your opinions.
- Have good manners and morals.

3. Respect others

- Teacher is in charge of the class. Listen and follow instructions given by the teacher.
- Do not interrupt the teacher or others. Be patient and put up your hands.
- Do not shout out or leave your place without teacher's permission.
- Be friends with everyone.
- Do not make other people feel left out or vulnerable.
- Respect differences.
- Do not mock or laugh at others, swear or use of offensive/abusive language.
- Do not tell tales, backbite or lie.
- Do not run in the school building or push others.

4. Respect my environment

- Tidy up after myself!!!
- Be responsible of my things – pencil case, workbooks, worksheets, books etc.
- Pick up paper, rubbish and any litter off the floor/surfaces and place in bins at the end of class.
- Keep toilets tidy.
- Keep resource boxes/shelves tidy.
- Do not write on walls, tables, furniture or books.
- Do not waste paper and other resources.
- Look after school equipment/books/resources.

On a school trip these rules mean:

1. Respect Allah

- Represent Islam and its teachings.
- Maintain good behaviour and etiquette.

2. Respect myself

- Keep safe by following instructions.
- Don't show yourself up by saying or doing bad things.
- Be on your best behaviour.

- Maintain good behaviour and etiquette.
3. Respect others
 - Take an interest in the trip/outing.
 - Participate with enthusiasm - don't show boredom, tiredness or a bad attitude.
 - Listen and follow instructions.
 4. Respect my environment
 - Don't litter the place of visit and tidy up after yourself.
 - Do not damage equipment/books/furniture/resources.

Responsibility of Parents/Teachers

1. Respect Allah
 - Loving Allah: this can be done by teaching pupils Allah's Names and Attribute. For example, demonstrate His love for His creation e.g. Allah is 'Ar Rahman and 'Ar Raheem' and this is shown through our families, our parents, our homes, clothes and food etc.
 - Fearing Allah's Punishment: remind them that Allah won't be happy with them if they do wrong things, develop a sense of accountability to a greater being and develop a habit of saying 'Astagfirullah' when they make a mistake.
 - Hoping for Allah's Mercy: Teach pupils about Allah's names that denote mercy such as 'Ar-Rahmaan' and 'Ar-Raheem' and point out examples in everyday life that demonstrate this, for example, air, water, food. Teach pupils to ask Allah through His Names and Attributes so that they learn to rely on Him.
 - Thanking Allah: teach pupils to say 'Alhamdulillah' for the blessings they have and point out these blessings so that pupils are aware constantly that Allah is Kind and Merciful. Ask pupils to make a list of all the blessings they have and every time they receive something new, remind them to say 'Alhamdulillah.'
 - Remembering Allah and making dua: set a time daily where pupils complete one tasbeeh and vary this according to age. Get pupils into the habit of doing tasbeeh at the end of every salah and learning the appropriate duas/dhikr for daily things such as sleeping, eating, leaving the house etc. Get pupils into the habit of asking Allah whenever they want something and making them understand that they should ask for what is good for them and that Allah knows this best. Teach pupils to ask Allah through His Names and Attributes so that they learn reliance of Him, for example, if they are afraid they should seek help and

protection by asking Allah al-Muhaymin (The Protector) or al-Wali (the Protecting Friend).

- Love of the Quran: The Quran should be the most respected Book in the house, read it often both in Arabic and English, tell pupils stories from it, set up Quran competitions for all family/class members and give out rewards, set a time daily where everyone in the family will read the Quran.
- Love of Islam: make Islam a part of daily life as opposed to something that is just taught in the mosque. Refer to all actions/words by reminding pupils 'as Muslims we should...' 'Islam teaches us...' Implement stories/lessons from the Quran and Prophets in daily life e.g. the Quran teaches kindness to parents so we should help parents with chores, the Sunnah teaches kindness to neighbours so we should make our neighbours food and take it round etc..

2. Respect myself

- Teach pupils good values and to be proud of them.
- Teach them responsibility and accountability.
- Teach them to guard their heart, tongue, hands and limbs as well as refraining from looking at and listening to wrong things.
- Encourage pupils to ask questions and be inquisitive.
- Encourage pupils to be confident but not arrogant.
- Teach pupils to speak politely.
- Teach pupils to respect elders and be kind to younger pupils.

3. Respect others

- Teach pupils that they are responsible for what they say and do so it important to guard their tongue and limbs. All our actions and words are recorded and we will be accountable for them. Develop awareness in pupils from a young age that Allah is watching them and that He will be displeased with bad behaviour and actions.
- Lying, swearing, backbiting, gossiping, telling tales, accusing others wrongly and using offensive language are signs of disrespect and bad manners and should be punished fairly. They should not be acceptable in the classroom or home and pupils should be aware of the consequences of such acts.
- Tell pupils why these traits are disrespectful and rude.
- Teach pupils that not everyone is the same in their appearance, dress and beliefs.
- Teach pupils to respect differences and not to laugh and mock at people who are different.

4. Respect my environment

- In school this can be the expectation to keep the classroom and school tidy, to take care of resources and use them wisely and not to damage property.
- At home, pupils can be encouraged to do chores around the house fairly and at a level appropriate to their age. For example, make their beds, tidy up toys for younger pupils and keeping their rooms tidy, doing the dishes or putting out rubbish for older pupils.
- Pupils should also be taught to respect other people's land and properties.

General Responsibilities

1. Support FLA's Behaviour, Rewards and Sanctions Policy.
2. Be good role models.
3. Integrate Islam into daily life.

The FLA Reward System

Class Dojo Point System

1. Class Dojo point system is to give praise for work well done and let pupils know which areas they still need to work on.
2. Class Dojo point system allows to give +points and –points.
3. Teachers are encouraged to set the points with the pupils, in the beginning of the school year, so they would know exactly what they will be rewarded for and what they will be sanctioned for.
4. Class Dojo point system enables teachers to give pupils feedback without having to interrupt her teaching or listening to a pupil – they may just give a well deserved +point to encourage someone in class or give a –point to sanction someone. As the teachers are encouraged to keep the Class Dojo app open on the big screen, pupils would be able to see exactly what is going on – what is given and what is taken away.
5. The teachers may agree with the pupils that whoever has the biggest amount of points by the end of the month, will get the Star of the Month reward.

Merit System

1. Parallel to Class Dojo point system, teachers may also use a more traditional Merit system.
2. The Merit system is to be used for exceptional behaviour or work rather than praising pupils for what they should already be doing! Any rules which are part of the four 'R' Rules should not be praised using the Merit system unless the pupil has excelled in a particular area or gone beyond what is normally expected. For example, picking up litter after a class should not be rewarded by the Merit system but a pupil who organises the class and designates roles to clean the classroom/school is meritable. However, even in this

circumstance it is important for the teacher to publicly recognise the pupil's effort, praise the action and share why such an action is commendable in Islam or general and remind them that their reward is with Allah foremost. This will create an intrinsic sense of reward whilst the merit will serve as an extrinsic reward.

3. The purpose of the Merit system is to encourage pupils to go above and beyond what is normally expected so pupils always try hard to keep striving and improving themselves.
4. Each pupil will receive a merit (gold star) on the class merit chart.
5. An end of year certificate at prize may be given to pupils who fill their merit charts.
6. Individual merits will be counted over the course of one academic year.
7. Pupils who collect all merits before the end of the year will begin a second chart.

Table Point System

- The purpose of the Table Point System is to encourage and create an interdependent learning atmosphere where pupils learn to work with others effectively and be aware that their behaviour/actions can have a positive or negative impact for others.
- Pupils should be placed at tables in a sensible and informed way.
- Each table should be given a name.
- Any points awarded to a member of that table should be recorded on the white board.
- The Table Point system can be used for pupils to award other pupils during class presentations, pupil lessons etc. but in a controlled and sensible way.
- Behaviour to be rewarded can include good work, sensible behaviour, enthusiasm, good effort, effective contribution, good questions, good team work etc.
- The teacher may give out a small treat e.g. chocolates, pencils, stickers etc. or special privileges such as being in the queue first, an extra five minutes of games etc. for tables that first reach 50, then 100, then 150 etc.

General Praise

1. Verbal praise
2. Non-verbal cues or gestures e.g. 'thumbs up,' 'pat on the back' and 'nods.'
3. Written comments on work/books/homework
4. Stickers on work/books
5. Pupils' work on display
6. Subject certificates
7. Whole school rewards: certificates, assemblies and events.

8. Parent's Evening

The FLA Sanction System

Warning System

1. Teachers endeavour to create a good learning atmosphere with effective teaching strategies that will engage all pupils and classroom management techniques that encourage productive, co-operative and effective participation from all class members.
2. The warning system is not used persistently unless there is no other way to control the pupil's behaviour. However, teachers are aware that if persistent bad behaviour is not reprimanded with warnings then the warning system will cease to be effective. Similarly, if the warning system is over used or used in place of good teaching/behaviour management strategies it will also lose its value and create a breakdown in relationship between teacher and pupil.
3. Teachers deal with low level behaviour using low level responses. This may include standing behind the pupil, slipping the pupils name into a general conversation, eye contact or other non-verbal cue. Teachers avoid giving warnings for low-level behaviour. But if it is persistent then a warning is given.
4. A threat of a warning should never be given for example, 'If you don't stop shouting out I will give you a warning.'
5. However, there are occasions where a warning will have to be given. All pupils should be aware that they will receive three warnings. At this point, the teacher issues a verbal warning, 'this is your first warning,' and write the pupil's name on the board. If the pupil persists in misbehaving, teacher gives out a second warning, then the third and final warning.
6. After the third warning, the pupil is sent out of the classroom to sit downstairs with the FLA admin and to reflect on their behaviour. (Parents are notified via sms.)
7. If the behaviour persists and the pupil is given a further three warnings, the FLA Co-ordinator / Head Teacher is informed. The FLA Co-ordinator /Head Teacher will speak to the pupil. (Parents are notified via sms.)
8. If three more warnings are given, the pupil will be sent out for the third time and parents will be notified of suspension for one week. During suspension the pupil is not allowed to join in FLA lessons and activities, but must do all the work at home that peers are doing in class. A meeting with parents is advised at this point to discuss the behaviour of the pupil and decide how to ameliorate it.
9. After a week of suspension, the pupil is allowed back to FLA and must show the individual work done at home to the stage teacher. The pupil is placed on Green Behaviour Report for 2 weeks to monitor their behaviour.

The Report System

1. When a pupil is placed on a Green Report for two weeks FLA Co-ordinator / Head Teacher and the pupil (possibly in co-operation with the parents) decide on three targets for the pupil to achieve in the next two weeks. The targets are written in the report.
2. The report is given to every teacher at the start of lesson and they will need to write a comment about the pupil's behaviour in relation to the targets at the end of each lesson.
3. The pupil collects their report from the FLA Co-ordinator / Head Teacher at the start of the day and hands it to each teacher. At the end of the day the last teacher hands the report back to the FLA Co-ordinator / Head Teacher.
4. At the end of the two weeks the FLA Co-ordinator / Head Teacher reviews the report and decides whether to take the pupil off the report or extend it by another week.
5. A copy of the report can be sent to the parents upon request.
6. The aim of the report is for the pupil to make a significant improvement in their behaviour and meet all targets in every lesson.
7. After the report is complete, the teacher/s monitor the pupil's behaviour and use the same system to reprimand behaviour if it persists. If the pupil receives a maximum of 9 warnings (sent out 3 times again), they will be suspended for a week for the second time.
8. The FLA Co-ordinator / Head Teacher speaks to the pupil and meets with their parents. This meeting gives the pupil another set of targets and the pupil will be placed on 'Amber' report for two weeks. Teachers have to comment and sign the report in the same way.
9. At the end of the two weeks the FLA Co-ordinator / Head Teacher reviews the report and decides whether to take the pupil off the report or extend it by another week.
10. After the report is complete, the teacher/s monitor the pupil's behaviour and use the same system to reprimand behaviour if it persists. If the pupil receives a maximum of 9 warnings (sent out 3 times again), they will be suspended for a week for the third time.
11. The FLA Co-ordinator / Head Teacher speaks to the pupil and meets with their parents. This meeting will give the pupil a final set of targets and the pupil will be placed on 'Red' report for a further two weeks. Teachers and parents will have to comment/sign the report in the same way but the pupil has to meet with the FLA Co-ordinator / Head Teacher at the end of every week to review the comments and receive a comment and a signature.
12. If a pupil continues to misbehave after they have served three suspensions and have been placed on all three reports, permanent exclusion may be considered and decided by the FLA Co-ordinator / Head Teacher.

13. The report system should be used over the course of one academic year.
14. If after a year, the pupil has not reached 'Red' report, the report system can start again from 'Green.'

Teaching Strategies and Behaviour Management

Sanctions are used as a last resort and it is therefore important that all teachers adopt effective teaching and behaviour management strategies to create a classroom environment conducive to learning and good behaviour. It is also important for parents to fully co-operate with FLA staff, to make sure their children behave their best.

Reviewed and agreed by the FLA Co-ordinator / Head teacher: May 2020.