



# ABU HANIFAH FOUNDATION

Excellence in Islamic Education

*“Where every child matters and every day counts”*

## **Behaviour & Rewards Policy**

UPDATED 2026

## **1. Status of the School and Regulatory Context**

Abu Hanifah Foundation operates as a supplementary educational institution and is not regulated by Ofsted. However, the Foundation voluntarily aligns its behaviour, safeguarding, and pupil welfare practices with recognised UK educational standards, including the principles commonly reflected in Ofsted inspection frameworks and *Keeping Children Safe in Education*.

This alignment reflects a commitment to transparency, high expectations, and the safeguarding and holistic development of children.

## **2. Islamic Educational Philosophy Underpinning Behaviour**

At Abu Hanifah Foundation, behaviour is not treated as a peripheral issue or a matter of simple rule enforcement. Behaviour is understood as a core outcome of education itself. In the Islamic educational tradition, the purpose of learning is not only the acquisition of knowledge, but the cultivation of faith and moral awareness (*īmān*), noble character (*akhlāq*), and correct conduct and manners (*adab*).

Education is viewed as a process of nurturing and formation (*tarbiyah*), in which children are guided gradually towards self-discipline, responsibility, and moral integrity. This process recognises human development as staged and progressive. Expectations therefore increase with age, understanding, and maturity.

Discipline within this framework is not punitive by nature. It is corrective, instructional, and restorative. Its purpose is to help the child recognise right from wrong, understand the impact of their behaviour, and develop the capacity to regulate themselves. This approach closely aligns with contemporary research, which shows that long-term behaviour improvement

is achieved through clarity, consistency, modelling, and meaningful relationships rather than fear or excessive punishment.

### **3. The School's Approach to Behaviour and Discipline**

The Foundation's approach to behaviour is based on the principle that children behave best when they feel safe, respected, and understood, and when expectations are clear and consistently applied.

Discipline is understood as teaching, not merely sanctioning. Correction is delivered calmly, proportionately, and with dignity. Children are given opportunities to reflect, to make amends, and to improve. Public humiliation, sarcasm, or emotionally charged responses are not acceptable practices.

The school deliberately balances encouragement and accountability, recognising that both are necessary for moral and behavioural development. This balance reflects the Islamic principle of motivating through hope and warning through consequence (encouragement and deterrence – *targhīb* and *tarhīb*), applied wisely and appropriately.

### **4. Behaviour Expectations Across Ages 4–18**

The Foundation educates pupils from early childhood to late adolescence. Behaviour expectations therefore reflect developmental differences.

Younger children require close supervision, repetition, reassurance, and immediate feedback. Their behaviour is shaped primarily through modelling, routine, and positive reinforcement. As pupils progress into primary and secondary ages, expectations increase, and pupils are supported to develop reflection, accountability, and independence.

Older pupils are expected to demonstrate maturity, leadership, and responsibility, and to model good conduct for younger pupils. Equality is understood as fairness rather than uniformity. Expectations are high for all, but responses are age-appropriate.

## **5. Responsibilities Within the School Community**

Pupils are expected to behave in a manner that reflects faith awareness (īmān), good character (akhlāq), and respectful conduct (adab). They must follow school rules, respect adults and peers, move calmly around the school, and care for property.

Parents and carers are expected to reinforce these values at home, communicate openly with the school, and engage constructively when concerns arise. Consistency between home and school is essential for effective behaviour development.

Teachers and staff are responsible for creating a calm, respectful environment, modelling excellent conduct, and applying expectations consistently. Behaviour is managed with calm authority, fairness, and professionalism. Incidents are recorded accurately and escalated appropriately.

The Senior Leadership Team provides strategic oversight, monitors patterns of behaviour, supports staff, leads responses to serious or persistent concerns, and ensures that all behaviour management supports safeguarding and pupil wellbeing.

## **6. Rewards and Recognition: An Islamic and Educational Perspective**

The Foundation places strong emphasis on recognising and reinforcing positive behaviour. In Islamic education, encouragement plays a central role

in shaping conduct. Recognising good behaviour reinforces positive identity, builds intrinsic motivation, and affirms that good character is valued.

Rewards at Abu Hanifah Foundation are designed to acknowledge:

- consistent good behaviour
- effort and improvement
- kindness and consideration for others
- responsibility and leadership
- commitment to learning and attendance

Rewards are never used to create unhealthy competition or to undermine sincerity. They are framed as recognition, not entitlement.

Recognition may take the form of verbal praise, written feedback, certificates, mentions in assemblies, display of work, leadership responsibilities, and structured reward systems appropriate to age. Pupils understand that the ultimate goal is internal motivation and self-discipline, not reliance on external rewards.

All pupils have an individual rewards record maintained on the school's management system and accessible to parents.

## **7. Discipline, Sanctions, and Escalation**

When behaviour falls below expected standards, sanctions are used to support learning and improvement, not to shame or punish for its own sake. Sanctions are proportionate, age-appropriate, and clearly explained.

Where behaviour does not improve, a structured escalation process is followed, involving parental communication and senior leadership oversight. Persistent or serious concerns may result in formal behaviour review meetings and targeted support.

Any behaviour that raises safeguarding concerns is managed in line with safeguarding procedures.

## **8. Mobile Phone and Personal Device Policy**

In order to protect focus, safety, and wellbeing, the Foundation operates a strict zero-tolerance policy on mobile phones and personal electronic devices. Pupils must not bring or use such devices on school premises, during madrasah sessions, or on school trips.

This policy supports safeguarding, reduces distraction, and protects pupils from misuse of technology. Any exemption must be explicitly authorised in writing by the Senior Leadership Team and will be time-limited.

## **9. Reflective and Restorative Practice**

Where appropriate, pupils are supported to reflect on their behaviour, acknowledge harm caused, and repair relationships. This approach reflects the principle of accountability and reform (iṣlāḥ), helping pupils to grow rather than disengage.

## **10. Monitoring, Review, and Continuous Improvement**

Behaviour records are used to monitor patterns, evaluate effectiveness, and support early intervention. Senior leaders review data regularly to ensure that behaviour management supports learning, wellbeing, and safeguarding. This policy is reviewed annually and updated in line with best practice.

## **Conclusion**

Although Abu Hanifah Foundation is not regulated by Ofsted, it voluntarily upholds high standards of behaviour, discipline, and reward. The Foundation

seeks to nurture pupils whose conduct reflects strong faith (īmān), sound character (akhlāq), and respectful behaviour (adab).

Discipline is educational.

Rewards are purposeful.

Character is the goal.