



In the Name of Allah the Most Kind the Most Merciful

ORCHARD PRIMARY SCHOOL BEHAVIOUR POLICY

Praise belongs to Allah, Lord of the worlds, the All-Merciful, the Very Merciful. And may His choicest blessings and peace be upon our beloved prophet sallalaahu alayhi wasallam.

- Rasool sallal-laahu alayhu wasallam said *"The best of you are those who have the best manners."* (Bukhari and Muslim)
- Rasool sallal-laahu alayhu wasallam said, "The dearest to me amongst you is he who is the best of you in conduct". Bukhari
- Rasool sallal-laahu alayhu wasallam said, "The heaviest thing which will be placed on the scale of a believer on the Resurrection day will be good conduct". Tirmizi
- Rasool sallal-laahu alayhu wasallam said, "I have been sent to complete (the teaching of) good manners". Muwatta
- Rasool sallal-laahu alayhu wasallam said, "Among the Muslims the most perfect as regards his faith, is one whose character is excellent". Tirmizi
- Rasool sallal-laahu alayhu wasallam said, "A believer can achieve- through his excellent conduct (akhlaak and adaab) - the rank of a fasting and person spending the night in prayer (tahajjud)". Abu Dawood

Principles

The School's policy on behaviour is based upon Islamic principles and the sunnah of our beloved prophet (sallalaahu alayhi wasallam). It is important to stress that good behavior is a requirement and part of our faith. The purpose is to maintain a disciplined, respectful, fair, happy and safe environment where effective learning can take place and the sunnahs of our beloved prophet sallalaahu alayhi wasallam are observed. We promote a caring atmosphere where everybody, regardless of race, gender, ability, or culture feels secure and valued. Our aim is to encourage pupils to put into practice that which they learn in their Islamic Studies lessons. We base this on the advice of the Prophet (saw):

"None of you truly believes (in Islam) until he wishes for his brother what he wishes for himself"
(Bukhari and Muslim)

We have high expectations of our pupils, not only in academic excellence but also in standards of behaviour, appearance and character, both inside and outside the school. We hope to equip our pupils with the skills to face the challenges of today's changing world by encouraging communication, personal growth and confidence at all levels and a respect for all the creation of Allah. We aim to do this Insha Allah by maintaining close co-operation between the school, parents and the wider community.

"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims

- To create a climate that encourages and reinforces good behaviour, in line with our Muslim ethos and values
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To foster a whole school approach to behaviour and discipline.
- To promote respect for others within a moral, spiritual and cultural context.
- To encourage qualities of honesty, fairness and politeness.
- To provide firm action against all forms of bullying.

Standards of behaviour

All pupils have the right to develop their potential and be safe and happy. The principles underlying this Behaviour Policy are based on respect.

- Respect for self
- Respect for others
- Respect for the creation of Allah (swt)
- Respect for the environment
- Awareness of Allah at all times

At Orchard School the pupils are encouraged to:

- Develop a 'give it a go' approach.
- Show pride in their achievements.
- Be kind and speak politely to everyone in the school community.
- Respect their possessions and those of others.
- Show respect for the school environment and equipment.
- Show respect and tolerance for others.
- Develop an understanding of the need for rules.
- Ask for help or tell an adult if they are unhappy.
- Accept responsibility for their own behaviour.
- Act without verbal or physical aggression.
- Move around the school in a quiet and calm manner
- Wear school uniform as specified in the school dress code.

Staff will:

- Treat all pupils equally.
- Play an active part in building a sense of community and will apply the agreed standards of behaviour consistently.
- Have a responsibility to model the type of behaviour felt to be acceptable.
- Be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies.
- Record any incident of racial harassment and alert the Headteacher and other staff.
- Deal sensitively with pupils in distress, listen to them and deal with any incident appropriately.

- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

We ask parents/carers to:

- Act in a way that sets a good example to the children.
- Come to meetings with staff or other helpful agencies.
- Work with the school when behaviour contracts are agreed.
- Keep us informed of behaviour difficulties they may be experiencing at home.
- Inform us of any family problems or trauma which may affect their child's performance or behaviour at school e.g. a death in the family.
- Inform us about their child's ill health and any absences connected with it.

The school will endeavour to achieve good home/school links by:

- Promoting a welcoming environment within the school.
- Giving parents/carers regular constructive and positive comment on their child's work and behaviour.
- Encouraging parents/carers to come into school on occasions other than parent conference evenings.
- Keeping parents/carers informed of school activities by letter, newsletter etc.
- Involving parents/carers at an early stage in any disciplinary problems that occur.

Promoting Positive Behaviour

Rationale behind the promotion of positive behaviour

We will be modelling the behaviour reward system in keeping with the expectations of 'Good Citizenship' and developing 'emotional intelligence' amongst all pupils.

A 'good citizen' is expected to do the right things such as obey the law. (For example following the rules of the road, not hurting or causing harm to others, respecting the environment, etc.). As such, there are no rewards given for this. It is an expectation of us all.

On the other hand, the law issues sanctions to citizens when these expectations or rules are broken (such as issuing of fines and penalties, etc.).

These aspects of self-awareness twin with the concepts of developing emotional intelligence.

The actual mechanism of the how the positive reward system is implemented has been outlined in Appendix 1.

In addition the school will offer a range of formal and informal opportunities to promote good behavior, self-esteem, confidence and independence by celebrating achievement, recognising progress, making use of opportunities within the curriculum (e.g. Islamic Studies lessons, PHSCE lessons, circle time sessions, using role-play techniques, puppets), Assemblies, Jummah Khutba (collective worship) and through links with parents and the wider community.

The school has established a set of rules called **THE ORCHARD CODE**.

- 1. We start our day positively by greeting one another nicely.***
- 2. We show respect and love for our religion and respect for others.***
- 3. We are kind and respectful to everyone.***
- 4. We respect decisions made by adults.***
- 5. We are aspirational learners because we always try our best.***
- 6. We work well independently and as a team.***
- 7. We respect and use school property with care.***

The Orchard Code has been established in consultation with staff, pupils, parents and the governing body. It is visible in all areas of the school (e.g. classrooms, hall and playground). Staff members support pupils to keep these points in mind in all aspects of school life.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Staff members work in collaboration to ensure that:

- Lessons have clear objectives, understood by pupils, and differentiated to meet the needs of all ability groups.
- Marking is used both as a supportive activity, providing feedback to pupils on their progress and achievements, and as a signal that their efforts are valued and progress matters.
- Pupils are actively involved in their own learning.
- Classrooms are welcoming, well-organised and help pupils to develop independence and personal initiative.
- Displays demonstrate the value of every individual's contribution, thus helping to develop their self-esteem.
- Pupils have regular, planned opportunities to engage in a variety of PHSCE activities, some of which are connected to promoting positive behaviour.

In the Classroom

All teachers aim to develop a classroom atmosphere that is conducive to positive behaviour. A variety of strategies are used to promote and reward good behaviour:

- The Orchard Code and any additional class rules are displayed in classrooms and referred to regularly.
- Use of encouragement and praise
- In EYFS & Year 1 all pupils begin the day on the 'full sun' on behavior charts.
- In Year 2 to Year 6 all pupils begin the day on 'Five Stars' – the responsibility is for them to keep these stars.
- Use of motivation stickers, certificates and awards (e.g. Star of the Week).
- Allocations of 'class monitor' roles.
- Class rewards (choosing an activity).
- Behaviour monitoring charts displayed on walls.
- Informing parents (verbally, by letter, postcard home – see appendix 6).
- Weekly Golden Time sessions where children can choose to join in with one of several organised activities that are on offer (see appendix 7).
- Use of peer support (e.g. buddying).

In the playground

Children are supported to have happy playtimes through opportunities for free play and organised activities, for example football, skipping, board games. There is a time out bench where children can have thinking time to reflect/cool off and to talk about their behaviour with an adult. Support is provided for those who need to develop play skills.

Playground buddies are available to support new arrivals to the school with learning playtime routines and making friends.

Playground supervision staff meet regularly to review and develop provision and to receive training. All staff are informed of any pupils who have particular issues or needs (e.g. medical, friendship, communication) and of any who are new to the school. There are visual prompts such as signs and posters displayed in the playgrounds and corridors to raise awareness of strategies for successful playtimes. Class teachers are informed of any issues or incidents by those on duty (see procedures flowchart in appendix 4 & 5.)

Whole school initiatives

- Celebration of good work in weekly whole school assemblies.
- Showing of good work to the Headteacher or Assistant Headteachers.
- Giving of certificates for significant achievements.
- 'Star of the Week' awards for two pupils per class, whose names are recorded in a special book and displayed on a notice board.
- 'Class of the week' award – this is presented every Friday to the class that has been the best playground behaviour (measured by the number of incidents logged in the Time Out log)
- Special themed assemblies where ideas are presented to the rest of the school and parents/carers.
- Children have opportunities to take on a specific role (Class Buddy, Playground Buddy, School Council Representative).

Unacceptable behaviour

Unacceptable behaviour can be categorised as being minor, moderate or serious in nature and includes:

- disobedience to a reasonable instruction
- damaging property
- truancy
- biting, spitting, hitting and kicking
- answering back, rudeness or aggression to adults
- foul language and swearing
- stealing
- forming gangs and bullying
- making unkind/offensive remarks (e.g. racist, sexist)

The school has developed procedures to deal with poor behaviour (see appendix 1). Having clear procedures that everyone understands is essential in order to ensure a consistent approach. Staff (teaching and non-teaching) have insight into the needs of children and choose the best way to support them. They exercise professional judgement in the application of these procedures depending on circumstances, including the category of the incident and the level of severity.

Staff are provided with a guide to behaviour management to help them.

Off-site visits

The school not only endeavours to make use of the local environment, but also of places of interest further a field to support class work. Pupils are expected to behave sensibly and responsibly and this is discussed with them prior to off-site visits taking place. Any incidents that do take place are

reported by the supervising adult to the Senior Leadership Team. These are dealt with according to the school's behaviour procedures.

Bullying

Bullying behaviour can take a variety of forms which includes verbal, physical and emotional abuse. Staff are warned to be alert to signs of bullying and to notify the pupil's class teacher and Inclusion Leader in the first instance of any concerns. Staff will work with the bully and the victim plus their parents/carers to ensure that the bullying stops and the victim feels safe in attending school

Bullying behaviour can take a variety of forms but three main types are:

physical - hitting, kicking, taking belongings

verbal - name-calling, insulting, racist remarks

indirect - spreading nasty stories about someone, excluding someone from a social group

Bullying is deliberately hurtful behaviour which is repeated often over a period of time. The victim or victims may be picked on by one individual or by a group. Once a case of bullying is confirmed, it is tackled using the school procedures for dealing with serious incidents.

Racial and sexual harassment are deemed to be bullying and the school aims to promote an atmosphere of understanding to demonstrate that sexist, racist or discriminatory behaviour of any kind is unacceptable. Pupils are made aware of how to deal with bullies through the Islamic Studies and PHSCE programme and it is a theme in assemblies every year.

Bullying can result in the victim/s becoming depressed and isolated and not wanting to come to school. Some may also be drawn into the bullying group out of fear of reprisals. Bullying also damages the bully who becomes insensitive to the emotional or physical injury that s/he inflicts on the victim.

Dealing with Bullying

Once a case of bullying has been established, it is dealt with using the serious incidents procedure (see appendix 5)

In line with work done by Kidscape we deal with bullying in two ways.

- We build a circle of friends for the victim/s which involves organising a group of children to support the victim/s.
- We also use direct intervention, where the bully is firmly and authoritatively told that his/her behaviour is totally unacceptable and has to stop.

Parents are kept informed of the strategies we are using either through discussions or by letter.

Special Educational Needs

Pupil performance is monitored by class teachers as part of on-going observation. Children, whose behaviour is much more difficult than average and those that have difficulty controlling their feelings and therefore schoolwork is disrupted, may have emotional and behavioural difficulties (EBD). This is a learning difficulty as defined by the SEND Code of Practice. A behaviour screening system is in place to aid identification (see appendix 2). Once a pupil has been identified, parents/carers are informed and their assistance and involvement is invited.

Use is made of the support available within the school (e.g. Teaching Assistant, Mentor) and that from outside agencies (e.g. Educational Psychologist). At this stage, an individual education plan (IEP) with behaviour targets is produced and implemented.

Mentoring

The school provides support for pupils needing to develop good attitudes and self-esteem. Staff and parents/carers can refer children to a mentor through the Inclusion Leader. Mentors then set up strategies with children, colleagues and parents, and work on situations until they improve.

Serious behaviour issues

Where behaviour has been deemed persistent, disruptive or dangerous, a pupil may be excluded by the Headteacher. The length of exclusion will vary according to the severity of the incident: second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders may face permanent exclusion.

An extreme response such as fixed-term or permanent exclusion is only considered when all possible alternatives have been explored, and such measures are clearly necessary for the good of the pupil concerned and the well-being of the school. The Headteacher's decision will be considered by the Pupil Discipline Committee of the Governing Body and parents/carers will be informed of their right to make representation to the panel. Any permanent exclusion will follow the procedures as set out by the DCSF and Lambeth CYPS.

The Headteacher reports any fixed term or permanent exclusions to the school's governing body and Lambeth LA. Racist incidents are also reported termly to Lambeth LA.

Recording behaviour

Class Behaviour File

A Behaviour File is kept in each classroom. Any information regarding a pupil's behaviour is kept in this file. This includes records of meetings held and any letters sent home. The file provides on-going information, which may be needed if the pupil is to be identified as having Special Educational Needs.

Serious Incidents File

All serious incidents are recorded in the Serious Incidents File which is kept in the Head's office. This includes incidents involving bullying, racism and violent conduct.

Exclusions

The Headteacher keeps a record of any pupil who is given fixed-term or permanent exclusion. Before deciding to exclude a pupil a full incident report is submitted from the investigating member of staff and the pupil is allowed to give their version of events. Where possible, parents/carers are contacted to discuss the exclusion before receiving confirmation in writing.

Monitoring and evaluation

Monitoring of the Behaviour policy is carried out in formal and informal ways by staff:

- Record of exclusions – Senior Leadership Team (SLT)
- Serious incidents book – SLT
- Incident 3 forms (completed if an internal exclusion takes place) - SLT
- Referrals to outside agencies – Inclusion Leader and SEND lead
- Behaviour files - SLT and SEND lead
- Interviews/'phone calls/letters to parents – Class Teachers and SLT
- Direct observation of student behaviour in/out of lessons – All staff
- Weekly general meetings of the staff

The policy will be annually reviewed by the Inclusion Leader, SLT and by pupils via the School Council. Alterations will be made as necessary.

Criteria for evaluation include:

- Pupils' involvement in, and commitment to, the behaviour policy.
- Effects of behaviour on the quality of learning.
- The extent to which pupils demonstrate good habits of work and behaviour.
- Pupils' self-discipline and self-esteem.
- Pupils' attitudes to one another, to school staff (teaching and non-teaching) and to visitors.
- Level of aggressive behaviour or bullying.

Links with other policies

Our Behaviour Policy has links with other policies, including:

- Ethos
- Equal Opportunities
- Special Educational Needs
- Acceptable Use of the Internet
- Equalities
- Health and Safety

Latest amendment to policy: September 2016

Next Review: September 2017

Appendix 1

Positive Behaviour Reward System

How this reward system will work

On a daily basis, each pupil will be issued with 5 stars, on the assumption that he/she will be following all our school's expectations, in line with the Orchard Code. Therefore each pupil will potentially be earning 25 stars per week.

A pupil will only lose a star upon not keeping to school expectations. If a pupil loses more than 3 stars for the week (ie. Only retained 21 stars or below), he /she will lose out on their Golden Time on that Friday. If the pupil has retained 22 stars and above – they will be entitled to their Golden Time.

If a pupil has kept a 'clean sheet' over Term 1, this pupil will be entitled to a Bronze Award. Likewise, if all the stars were retained over Term 2 the pupil will be entitled to a Silver Award and finally a pupil will receive the Gold Award for holding a 'clean sheet over 3 full terms!

The number of stars achieved per week by each pupil are tracked by teachers and monitored by the SLT

Actions that will amount to a losing of stars

Low level disruption (example: constant talking, not listening, interfering with others, etc.) will be subject to 3 warnings from the teacher before a pupil will lose a star for that day. For EYFS & Year 1 pupils will be moved from the sun to half sun/half cloud. If low level incidents are repeated follow procedure in Appendix 4.

Middle Level disruption (example: backchatting, disrespecting another adult or pupil, walking out) will result in an immediate loss of 2 stars for that day. The pupil will still have one more star left to lose before Golden Time is lost for that week.

High Level disruption (example: Physical hurting another person, swearing, fighting anywhere within school, etc.) will result in an immediate loss of 4 stars for that day. The pupil will therefore have lost out on Golden Time for that week but will start afresh the following week, so as not to demotivate any pupil. Repetition of high level disruption (although unlikely within our context) will result in the concern being escalated to parental involvement, etc. (See appendix 5)

During break times

The same procedures as above will apply in terms of Low, Middle or High level disruption.

The lunch time supervisors are to record the loss of stars as appropriate and feedback to classteachers who will thereafter insert into pupils star record sheets.

Appendix 2

Pupil Awards

In addition to the weekly 'Golden Time' pupils who have a 'clean sheet' will be in line for the following awards:



Bronze Award

This will be awarded to all pupils who have not lost a single star for the whole of the autumn term – from 1st September 2016 to 21st December 2016.

Pupils will be given a new stationery (pens, pencils, art equipment, etc. with the school logo on it)



Silver Award

This will be awarded to all pupils who have not lost a single star for the whole of the autumn term and spring terms – from 1st September 2016 to 4th April 2017.

Pupils will be treated to a local trip out (example: Battersea Park, etc.) and 'High tea' to with the Head and Assistant Headteachers.



Gold Award

This will be awarded to all pupils who have not lost a single star for the whole of the autumn term, spring and most of the summer term – from 1st September 2016 to 30th June 2017.

Pupils will be treated to a trip out to a Theme Park and also be receiving special certificates.

Appendix 3

Recording sheet for stars –Autumn Term

Pupil name: _____

Year Group: _____

Teacher's name: _____

Week number	Number of stars kept by the pupil by the end of the day					Teacher's initials
	Mon.	Tues.	Wed.	Thurs.	Fri.	
1 – September 2016						
2 – September						
3 – September						
4 – October						
5 – October						
6 – October						
7 – November						
8 – November						
9 – November						
10 – November						
11 – November						
12 – December						
13 – December						



The Bronze Award will be given to successful pupils in December 2016!

Recording sheet for stars – Spring Term

Pupil name: _____

Year Group: _____

Teacher's name: _____

Week number	Number of stars kept by the pupil by the end of the day					Teacher's initials
	Mon.	Tues.	Wed.	Thurs.	Fri.	
1 – January 2017						
2 – January						
3 – January						
4 – February						
5 – February						
6 – February						
7 – February						
8 – March						
9 – March						



The Silver Award will be given to successful pupils in April 2017!

Please Note:

Pupils who did not achieve a Bronze Award during the autumn term, could get the Bronze Award if they had a 'clean sheet' during the spring term!

Recording sheet for stars –Summer Term

Pupil name: _____

Year Group: _____

Teacher's name: _____

Week number	Number of stars kept by the pupil by the end of the day					Teacher's initials
	Mon.	Tues.	Wed.	Thurs.	Fri.	
1 – April 2017						
2 – April						
3 – April						
4 – May						
5 – May						
6 – May						
7 – May						
8 – June						
9 – June						
10 – June						
11 – June						



The Gold Award will be given to successful pupils by the end of June 2017!

Please Note:

Pupils who did not achieve a Bronze Award during the autumn term or a Silver Award during the spring term, could still get either of these awards if they had a 'clean sheet' during the summer term!

Appendix 4

Procedures for dealing with repeated incidents – EYFS and Year 1

MINOR/MODERATE INCIDENTS

Ignoring instructions, distracting others from their work, calling out, talking at inappropriate times, making unkind comments, spoiling their own work or that of others.

During Lesson time

Incident 1

- The pupil's name is moved from sun to half sun/half cloud
- If the incident happens during lesson time in a location outside the classroom (e.g. swimming, PE) a verbal warning is given.

Incident 2

- Name is moved to the full cloud and 5 minutes of Golden Time is lost. This is shown on the class Golden Timeline.
- Pupil is moved away to another position in the classroom (if appropriate)

Incident 3

- Pupil is sent to the partner class with work for the rest of the session. An **incident 3 form** is completed and handed to the receiving teacher. This form is passed on to a member of the SLT for monitoring purposes.
- A phone call to the parent/carer is made by the CT to inform them of the internal exclusion.
- An entry is made in the Behaviour File by the CT.

If the pupil has been sent out of class 2 times or more in one week

- A note is sent to the parents/carers at the end of the week by the CT to inform them of:
- the number of times their child has been sent out of class that week
 - the amount of Golden Time that has been lost
 - where the incidents took place that resulted in the Golden Time being lost (e.g. Classroom, playground)
- A copy of the letter is put in the Behaviour File.

On the third letter being issued

- A member of the SLT/SENCO is informed by the class teacher.
- An appointment is made for the parents/carers to come in to school for a meeting.
- A strategy is identified to tackle the issues (e.g. pupil target sheet).
- Notes of the meeting are written by SLT member/SENCO and distributed to the relevant adults (a copy of this is put in the Behaviour File).

If the targets set are achieved

- Pupil receives a reward (e.g. certificate).
- CT informs parent of success.

If problems continue

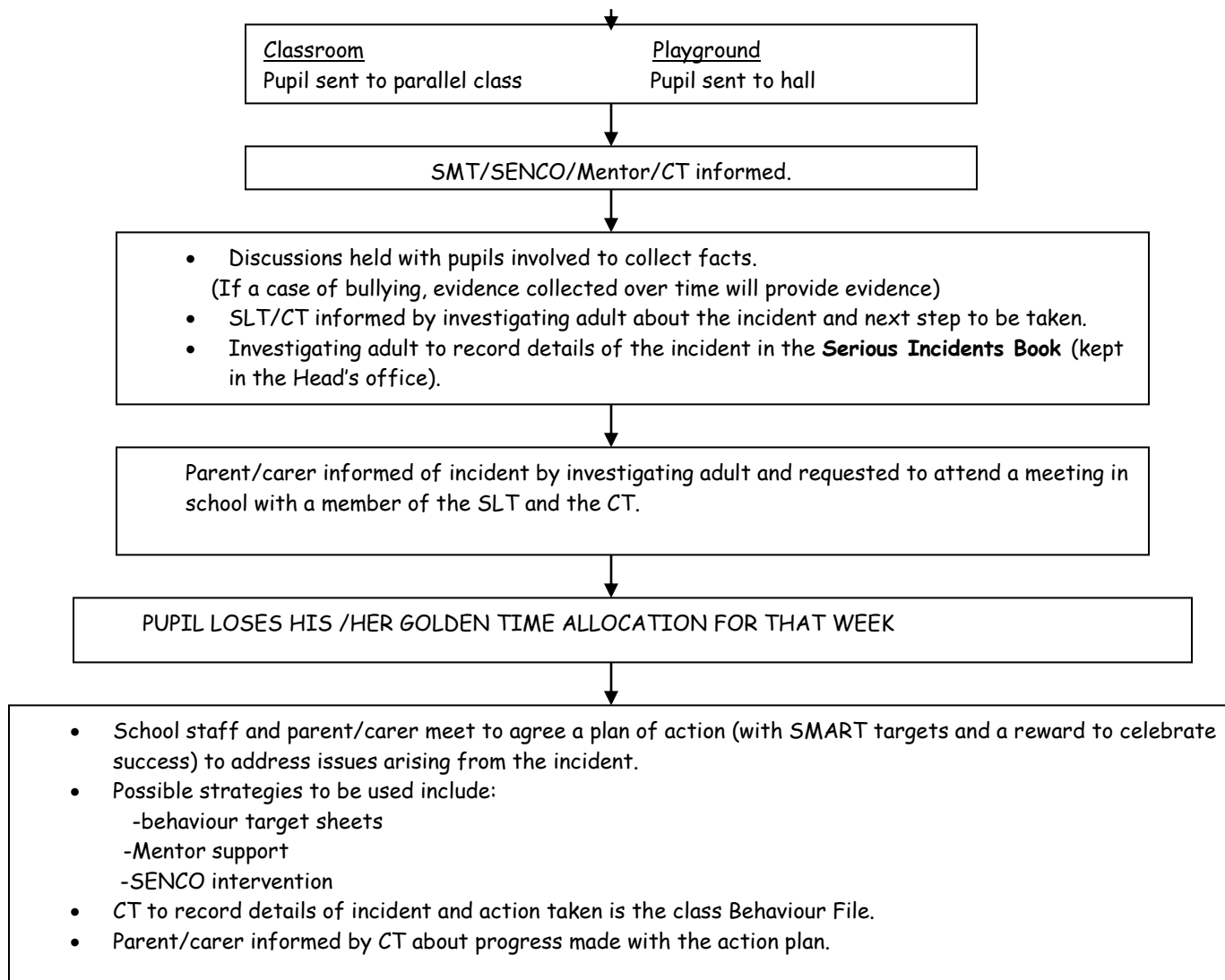
- Parents/carers invited in for a second meeting with CT.
- Other strategies are considered e.g. Mentor intervention.
- Notes of the meeting are written by SLT member/SENCO and distributed to the relevant adults.
- A copy of this is put in the Behaviour File.

Appendix 5

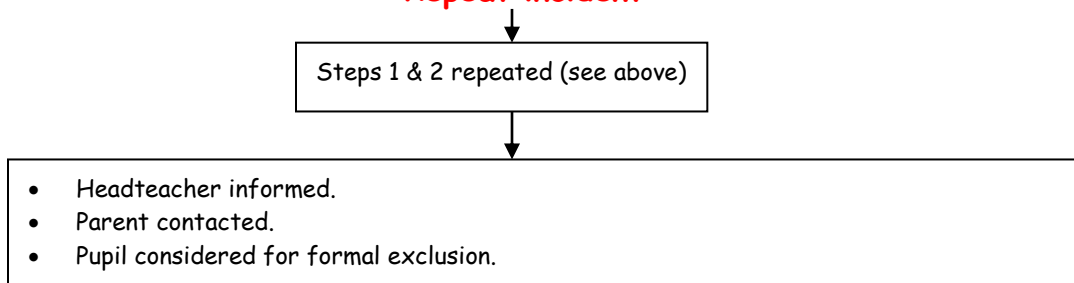
PROCEDURES FOR SERIOUS INCIDENTS – all year groups

Bullying, racist comments, fighting, running out of school, very violent/dangerous/damaging behaviour (e.g. throwing furniture), refusal to cooperate (creating a danger), stealing/damaging other children's or school property, bringing dangerous objects into school, committing an act that breaks the Acceptable Use of the Internet agreement

Incident 1



Repeat incident



Some types of serious incidents will lead directly to use of fixed term exclusion (to be decided by the Headteacher) in line with Lambeth LA guidelines.

Appendix 6

ORCHARD SCHOOL RECORD SHEET FOR EMOTIONAL AND BEHAVIOURAL DEVELOPMENT

Name: _____	Class: _____	Date of Completion: _____
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LEARNING BEHAVIOUR	not at all	rarely	some-times	fairly often	often	always
1. Is attentive and has an interest in schoolwork e.g. is not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork.						
2. Good learning organisation e.g. works systematically, at a reasonable pace, knows when to move on to the next stage, can make choices, is organised.						
3. Is an effective communicator e.g. speech is coherent, thinks before answering.						
4. Works efficiently in a group e.g. takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.						
5. Seeks help when necessary e.g. can work independently until there is a problem that cannot be solved without the teacher's intervention.						

CONDUCT BEHAVIOUR	not at all	rarely	some-times	fairly often	often	always
6. Behaves respectfully towards staff e.g. respects staff and answers politely, does not interrupt or deliberately annoy, does not show verbal aggression.						
7. Shows respect to other pupils e.g. interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.						
8. Only interrupts and seeks attention appropriately e.g. behaves in ways warranted by the classroom activity, does not disrupt unnecessarily, distract or interfere with others, does not pass notes, talk when others are talking, does not seek unwarranted attention.						
9. Is physically peaceable e.g. is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.						
10. Respects property e.g. values and looks after property, does not damage or destroy property, does not steal.						

EMOTIONAL BEHAVIOUR	not at all	rarely	some-times	fairly often	often	always
11. Has empathy e.g. is tolerant of others, shows understanding and sympathy, is considerate.						
12. Is socially aware e.g. interacts appropriately with others, is not a loner or isolated, reads social situations well.						
13. Is happy e.g. has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.						
14. Is confident e.g. is not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy, is not afraid of new things, is robust.						
15. Is emotionally stable and shows self-control e.g. moods remain relatively stable, does not have frequent mood swings, is patient, not easily flustered, is not touchy.						

Appendix 7
Communicating with parents/carers



ORCHARD PRIMARY SCHOOL
My Lord! Increase my knowledge (20:114)

Date _____

Dear Parent/Carer,
Assalamu Alaikum

_____ has lost a total of _____ minutes of Golden Time this week due to poor behaviour. This has been mainly due to:

- Unacceptable behaviour in class
- Playground problems at break time
- Playground problems at lunch time
- Other _____

He/she has been:

- sent out of class _____ times.
- sent to the time out zone in the playground _____ times.

We would be grateful if you would support us in this matter by stressing to your child the importance of good behaviour in the classroom, around the school and in the playground. If you would like to discuss the matter with us, please do not hesitate to get in touch.

Thank you for your support.
Wassalam
Yours sincerely,

_____ Designation: _____

Pupil's name _____ Class _____

I/We have received and noted the contents of your letter.

Signed: _____ (Parent/Carer) Date: _____

Template for 'Praise Postcards' - sent home to Parents/Carers to celebrate good behaviour



ORCHARD PRIMARY SCHOOL

My Lord! Increase my knowledge (20:114)

Date: _____

Dear Parent/Carer,
Assalamu Alaikum

GREAT NEWS!

This is a postcard to let you know that MashaAllah _____ has been a good role model for others at school to follow. This has been achieved by displaying a consistently high standard of behaviour.

Signed: _____

Date: _____

Appendix 8

Golden time

What is Golden Time?

Golden Time is a positive incentive and sanctions system based on withdrawal of a privilege. Pupils are rewarded for their good behaviour by having the opportunity to take part in a planned activity, chosen from a range suggested and agreed on by the children with the approval of the class teacher.

When does Golden Time take place?

Golden Time usually takes place throughout the school every **Friday** from 1.45 p.m. to 2.30 p.m.

How is Golden Time organised?

At the start of every half term, class teachers:

- Ask pupils for their ideas of possible Golden Time activities (e.g. art/craft, sport, construction kits, board games, puzzles.)
- Meet with the Golden Time coordinator (Mrs. Suleman and Mrs. Bhatti) to agree and plan a set of activities to take place over the half term.
- Coordinator issues the rota of activities to all staff.

Loss of Golden Time

See Appendix 1 for factors that would lead to a loss of Golden Time.