

Parson Street Primary School

Behaviour Policy

2023–2024





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At Parson Street Primary School, we strive to support all our children and enable them to reach their full potential. In order to do this, many steps are taken to support them through their learning journey. High Quality Teaching is vital, however, for some children there are occasions when further additional support may be needed to help them achieve their potential. We are committed to safeguarding and promoting the welfare of children, with all staff and volunteers sharing this commitment.

Empowering all to create opportunities for life- long learners in our communities.

This vision underpins every aspect of our school life. At the heart of our vision is that our children enjoy their learning and that they can expect teaching and learning activities that are inspiring and engaging.

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Policy aims

This Policy aims to:

- Ensure that all learners are treated with a **fair, respectful and consistent approach**. Being fair is about everyone getting what they need (equity) rather than all being treated the same (equality).
- Establish a **framework** for staff, which focuses on maintaining **clear boundaries, high expectations** and focusing on **positive recognition**. We seek to follow predictable routines, expectations and responses to behaviour so that children feel safe. These are differentiated according to need. We seek to focus on praising desired behaviours rather than correcting unwanted ones, being specific and descriptive in our feedback.
- Promote **strong nurturing positive relationships** between staff, children and parents and use this to support learners in managing their behaviour and developing an understanding and responsibility for the consequences of it.

Policy Statement, Practice and Review

This policy is based on guidance and collaborative work from:

- DfE (Behaviour & Discipline in Schools, last updated Jan 2016),
- Brighton and Hove City Council (Developing an Attachment Aware Behaviour Regulation Policy, 2018)
- Bristol City Council (Relationships and Belonging: Behaviour Regulation Guidance for Bristol, 2021).
- Bristol Local Authority, members of staff, representatives from the Governing body, parents/carers and pupils themselves.
- Lansdown Park Academy, including an audit, discussions, training and guidance on key Attachment Aware principles and our approach to behaviour regulation.
- Research and case studies in Paul Dix's books 'When the Adult Changes, Everything Changes; Seismic Shifts in School Behaviour' (2017) and 'After the Adult Changes; Seismic Shifts in School Culture' (2021)
- EEF 'Improving Behaviour in Schools Guidance Report' (2019).

Other references include:

- Equality Act 2010
- Education Bill 2011
- Becoming an Adoption-Friendly School: A Whole-School Resource for Supporting Children Who Have Experienced Trauma or Loss – With Complementary Downloadable Material (Gore Langton & Boy, 2017)
- Ordinarily Available Provision: Bristol’s SEND Local Offer (April 2021)
- DfE guidance ‘Use of reasonable force: advice for Headteacher, teachers and governing bodies’ (2013)
- DfE Statutory Guidance: Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion (2017).

We engage in a continuous (and at least annual) process of review of the school’s Behaviour Regulation Policy in consultation with all stakeholders. This is an ongoing cycle that involves applying Attachment Aware, Trauma-Informed and Adverse Childhood Experience strategies in practice and policy development, disseminating principles through frequent training, reviewing effectiveness, identifying weaknesses and/or lack of clarity, solution finding, and further developing practice. Links to other policies can be found in Appendix 1.

Policy Scope

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the education setting and provides guidelines and procedures as to how our school supports and responds to behaviour. Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be good role models for our children as we develop their behaviour and attitudes to life and learning. A detailed outline of the roles and responsibilities of different members of the school community can be found in Appendix 2.

Behaviour Regulation Approach and Implementation

We understand **behaviour as a communication** of emotional need.

We are committed to the emotional mental health and well-being of all staff, pupils and parents/carers. We wish to provide an environment and curriculum that supports the social, emotional and mental health of the whole educational setting community. We therefore strongly believe that responding to pupils with Social, Emotional and Mental Health (SEMH) needs is everyone's responsibility.

Meta-cognition at Parson Street Primary

We believe that the best way for children to be ready to learn and to take responsibility for their own behaviour, as well as that of others, is to **understand what successful learners do**.

This understanding creates a sense of **self-responsibility**: children are challenged to be high quality learners which in turn leads to excellent behaviour.

To promote this, we use a meta-cognitive approach primarily based on 'Think Like a Learner, Pardoe, D., and Robson, T. (2013).' This approach teaches and names the different learning behaviours that children need to be successful, as Gem Powers (see appendix 4).

Consistent, Calm adult behaviour

At Parson Street Primary School, we aim to modify our behaviour so that it is **emotionally consistent** and puts empathy and logic at the heart of each interaction. By understanding behaviour as communication, we focus on the unmet need of a child in response to poor behaviour. This separates the child from their behaviour and ensures that they are not labelled because of their behaviour. Staff should get to know pupils and their influences. Every pupil should have a **supportive relationship** with at least one member of school staff.

First Attention for Best Conduct: Positive Recognition

We deliberately notice the behaviour that we want to see more of – this is **first attention for best conduct**. We do this so that our school community understands that our culture focuses and encourages pupils to behave well and put effort into their learning.

Children's success, both in their work and behaviour should be measured against their individual previous performance and effort rather than against that of other children in their class. Whilst our ultimate aim is that children should be **intrinsically motivated** to work and behave well for the pleasure of the task, we recognise that forms of **recognition/rewards** are sometimes necessary and appropriate, and can be effective when part of a broader whole-school behaviour management strategy. Parson Street Primary uses a number of forms of recognition to celebrate positive choices and excellent behaviour:

- ✓ **Gems**– Children can earn individual gems for their class gem jar pot. Children earn these by demonstrating learner behaviours (see Appendix 4).
- ✓ **Staff Praise** – Specific feedback on effort and attitude often linked to our Gem Powers E.g. *'Well done, you have shown real determination to keep going with a tricky problem until you solved it! You have used grit'*
- ✓ **Positive Messages Home** – These may be written notes, messages via Class Dojo or phone calls. All adults in school are encouraged to provide one positive message home each week.
- ✓ **Classroom Strategies** – These may include making sure that the last thing pupils hear at the end of the day/lesson is a positive affirmation of their effort, learning or behaviour.
- ✓ Assistant Head Teacher, Deputy Head Teacher or Head Teacher Stickers or Cards – Stickers or 'Well Done!' cards in **recognition of effort**, demonstrating our Gem Powers (see Appendix 4) or personal growth in learning.

- ✓ **Celebration certificates** – These certificates are presented to two children from each class each week in our Friday Assembly and are linked to the Gem Powers that pupils have been seen demonstrating.
- ✓ **Power Play Cards** and **Ruby Cards** – The children can receive power play cards from lunchtime supervisors and Opal Ambassadors if they demonstrate positive behaviours during this period. Power play cards and Ruby Cards are passed to the class teacher who then praises the pupil.

Relentless Routines

At Parson Street Primary School, we have routines in place so that we can build a **positive climate conducive to learning**. Routines are central to making school feel safe and we encourage staff to embed them so that they can be triggered quickly and used to drive productivity.

These include:

- Meeting and greeting our pupils at the start of every day
- 3 Simple Rules: BE READY to learn; BE RESPECTFUL to all; BE SAFE

These are linked to our Gem Powers and have been agreed by the whole school community and are visibly displayed around the school. Pupils are expected to demonstrate these 3 Simple Rules. The children should be, fairly and consistently, reminded of these throughout the school day i.e. as they enter the school, at the beginning of each academic year and during lessons, playtimes and transitions. These three statements encompass all aspects of behaviour and can be used to praise or as questions to support children to remain focused on positive behaviour choices i.e. *Are you ready to learn? Are you being respectful? Are you being safe?*

Other strategies in classrooms may include:

- Deliberate **teacher led routines** designed to make transitions easy for everyone i.e. clap, clap, fold or using a countdown 3,2,1.
- **Reminders of the boundaries** before setting off on a task.
- Make sure the last thing the children hear is a **positive affirmation** recognising their effort and good attitudes towards learning.

Consequences

Staff should be clear in asking children to stop poor behaviour choices by outlining the behaviour they expect to see instead i.e. **Ready, Respectful, Safe**. Staff should reflect on any barriers to behaviour or learning and take steps to rectify this. The child should be given clear prompts to scaffold them to make better choices.

At Parson Street Primary School, we teach children that there is a **consequence to inappropriate behaviour**. Where a negative behaviour clearly breaks one of our three simple rules the teacher will use our behaviour guideline. This involves:

- First Warning
- Time out in partner class (children will have time to complete a reflection form – see Appendix 6– and bring this back to discuss with class teacher to aid a restorative conversation)
- Time out in the Power Up room at lunchtime with a member of the leadership team

If the children display negative behaviours at lunchtime, it is dealt with in the following way:

- Warnings (these may be given by more than one adult)
- Sent to a member of the leadership team in the Power Up room for part of play and where appropriate to complete a reflection sheet
- A member of leadership team to decide on next appropriate course of action if deemed necessary

Serious behaviour incidents, whether they take place on the playground or at any other point in the school day, are referred to the Senior Leadership Team (SLT). SLT will then liaise with staff and parents as necessary in dealing with the incident and discussing an appropriate consequence.

These may include:

- Inside playtimes/lunchtimes or temporary withdrawal of a privilege
- Internal suspensions (in school or at another school within the Trust)
- Time after school to complete missed learning
- Being put on a behaviour contract

- External suspensions

All serious incidents are recorded using the CPOMS tracking system so that patterns can be identified, and behaviour closely monitored.

On occasions it may be necessary for children to miss all or part of an outside playtime or lunch period. During this time, children will be given reasonable time to eat, drink and use the toilet. They may be asked by their Class Teachers to complete some of their learning during this time or may be asked to attend the Power Up room if they have not achieved their target on their behaviour contract. Pupils will also be expected to attend the Power Up if there has been a serious incident at play or lunchtime.

Restorative follow-up

Restorative practice is a **collaborative process**, involving the child. The purpose of restorative practice is to aid an individual's **reflection on their behaviour** so that they may see it from a different perspective. Adults at Parson Street Primary School use restorative conversations for incidents that need restoration. They work with pupils to develop a sense of responsibility for their actions and aid reflection. These conversations involve upholding high expectations and speaking about safety, respect and care. Restorative conversations help empower staff to raise standards and develop the resilience, communication and regulation of pupils. Restorative practice also **builds connections** and a better understanding of boundaries. We aim to use Restorative Practice to repair and strengthen relationships.

Persistent Negative Behaviour

Children who have difficulty with meeting the behavioural expectations despite the conscientious, consistent and caring application of this behaviour policy, will need additional support. This could include:

- Parents fully involved
- Report to a member of leadership team against a measurable target, for example gem behaviour charts which directly states which gem characteristic children are practising
- Internal exclusion with SLT offices or other classrooms
- Fixed term exclusion with learning set for child

- Provision Plan agreed with all adults involved
- EHCP applied for if necessary
- Alternative placement considered
- Permanent Exclusion

Involving Parents, External Agencies and SENDco

The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to, "adapt teaching to respond to the strengths and needs of all pupils."

At Parson Street Primary, regular Pupil Progress reviews are carried out where a member of SLT and the SENDCo meet with Class Teachers to **review and evaluate the support** that is offered to individuals or groups of children, before setting new targets and outlining strategies in place to enable them to achieve these. These targets are further informed by the views of both parents and children.

We constantly assess our strategies so that we can review and ensure that progress is being made by pupils academically as well as socially, emotionally and in their wellbeing. The AHT responsible for Behaviour will meet with staff as required in order to talk through individual behaviour concerns and to offer practical strategies. Children with ongoing behavioural concerns who need more support/intervention than can be offered by a Class Teacher as part of quality-first classroom management are, with parental /carer permissions, referred to the **Inclusion Team**. The Inclusion Team prioritises the needs of individuals and arranges access to HUB support or intervention.

Strategies may include but are not limited to:

- Individual mentoring, coaching and behaviour support.
- Daily check-ins.
- Assessment of SEND, including SEMH needs.
- Access to Nurture provision.
- Play Therapy.
- Restorative Practice methods.
- Peer mentoring.
- Allocation of key adult
- Referral to First Response, CAMHS or Educational Psychologist.

Positive Handling/physical intervention

Any use of force by staff will be **reasonable, proportionate and lawful**. Reasonable force or 'positive handling' will be used in accordance with the DfE guidance '*Use of reasonable force: advice for Headteacher, teachers and governing bodies*' (2013) and only when necessary.

Any use of reasonable force is for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- *Committing a criminal offence.*
- *Injuring themselves or others.*
- *Causing damage to property (including their own).*
- *Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.*

Positive handling is used in the school in order to:

- *Restrain a pupil who has lost emotional self-control until the situation is diffused.*
- *Limit the amount of harm that the pupil involved can do to themselves or others.*
- *Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.*
- *Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.*
- *Positive handling will be limited to emergency situations and used only as a measure of last resort.*

Where restraint/ positive handling is used by staff, this is recorded in writing and logged in a bound book stored in the Headteacher's office. The pupil's parents will be informed at the earliest possible opportunity. Force is never used as a form of punishment. Key members of staff involved in behaviour support, across the school, are trained to use appropriate techniques.

Powers to Search and Confiscate

Informed consent: The School staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent. If the pupil refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, as defined below, the Headteacher, and staff authorised by the Headteacher, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Searches without consent will only be carried out on the school premises or where the member of staff has lawful control or charge over the pupil, for example, on school trips.

Prohibited items: include knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images. It shall also include any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person including the pupil; any item banned by the School Rules identified as being an item which may be searched for; and any other items as defined in law as such from time to time.

Searches generally: If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and / or
- a search of School property, e.g. pupils' drawers; and / or
- a search of personal property (e.g. bag or pencil case).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil. However, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon

another member of staff a search may be conducted by a member of the opposite sex without a witness present.

Where the Headteacher, or staff authorised by the Headteacher, finds anything that they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance.

Malicious Allegations Against Staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the Police to consider if action might be appropriate.

Child on Child Abuse and Online Safety

Child on Child abuse is any form of physical, sexual, verbal, emotional or financial abuse, or coercive control exercised between children, and within children's relationships (both intimate and nonintimate), friendships, and wider peer associations.

All staff should be aware that children can abuse other children. They must be aware and alert to signs of child on child abuse that may occur offline and online. Some examples of this include, but are not limited to:

- Bullying, including cyber-bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Abuse in intimate relationships
- Upskirting
- consensual and non-consensual sharing of nudes and semi-nude images (also known as youth produced sexual imagery)
 - Group initiation /hazing type violence and rituals

Some of these behaviours will need to be handled with reference to other policies in school, such as the Child on Child Abuse Policy, Acceptable Use Policy, Anti- Bullying, Child Protection and Online Safety policy.

We will minimise the risk of child on child abuse by taking a **contextual approach** to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood.

Policy Application out of school

The Governors and the Head Teacher intend that the school values and rewards/consequences provided in this policy shall, in appropriate circumstance, regulate the conduct of pupils when they are away from school premises and outside of the jurisdiction of the school, e.g. school holidays and weekends. However, in line with DfE guidance, “teachers have the power to discipline for misbehaving outside of the school premises to such an extent is reasonable.” The school may discipline a child for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing a school uniform;
- In some way identifiable as a pupil of the school.

However, the school may discipline a pupil for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

Regulations state that the school can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Therefore, if the school is aware of a pupil demonstrating behaviour which has the potential to cause injury or harm to another, is unlawful or discriminatory then appropriate action will be taken by informing other authorities, e.g. the police. A variety of records are held in school regarding behaviour.

How the School Supports Staff Well-being

- Providing **emotional support** for all, including staff, in order to help manage stress and secondary trauma, is a priority. This will help to reduce the likelihood of absence and work-related stress.
 - At Parson Street, we believe in the importance of **self-care** and encourage staff to share tips on how to maintain good emotional health e.g. phase meetings.
 - **Well-being forums** are held regularly and are open to all staff. We have two members of staff who carry out the roles of **Mental Health First Aiders** – Karen Cousins and Fiona Price.
 - We are part of the **Employee Assistance Programme** and staff have the support of TiLA HR so staff can access Occupational Health to support with mental health.
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Appendices

Appendix 1: Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in our setting:

- Anti-bullying Policy
- Equality, Diversity, Inclusion and Belonging Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Mobile Phone Usage Policy
- Child on child Abuse Policy
- Positive handling policy
- Online Safety policy

Appendix 2: Roles and Responsibilities

The Role of the Headteacher and the Senior leadership Team:

- Implement and monitor the effectiveness of this policy throughout the school and report to the Governing Board as appropriate, including making recommendations for improvement.
- Support the staff in the implementation of procedures outlined in this policy and guidance where necessary.
- The Head Teacher keeps records of any significant negative behaviour incidents and report to the LA as necessary including records of any suspensions or permanent exclusions.
- Liaise with external agencies as necessary in order to support individuals with specific needs.
- The Head Teacher will follow guidance from the DfE and LA if a suspension or permanent exclusion is deemed necessary.

School Improvement Board:

- Annually review policy and principles to guide the Head Teacher in determining measures for promoting positive behaviour.
- Notify the Head Teacher and offer further guidance where it feels that particular measures introduced, or issues addressed regarding behaviour are inappropriate, unfair or contrary to any local or national guidance or regulations.

Parents/Carers:

- Support their child's learning and co-operate with the school, as set out in the Home-School Agreement.
- Promote positive behaviours at home as well as at school.
- Meet with members of the school staff as necessary to discuss any concerns.
- Contact the school if they have any concerns or questions about the contents of this policy.

Class Teachers/Teaching Assistants/ Lunchtime Supervisors:

- Ensure that the school rules are always applied consistently and fairly.
- Follow procedures outlined in this policy and liaise with the SENDco and Inclusion Leader where support is needed in managing behaviour of individuals.

- Ensure that classes behave in a responsible manner both in the classroom and when moving around the school.
- Hold high expectations of children's behaviour.
- Consult with parents where there are any behavioural concerns.

Children:

- Try their best to demonstrate positive behaviours and develop an ability to manage their emotions effectively
- Follow the 3 Simple Rules at all times
- Take responsibility for their actions
- Consider the effects of their actions
- Work with others, including staff, to agree on logical responses to behaviour incidents and next steps as a result of their actions.

Appendix 3: Home school agreement:

Home School Agreement

*Empowering all to create opportunities for lifelong learners
in our communities*



Parson Street Primary School,
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info@parsonstreet.com

A Home School Agreement is a statement explaining your child's school's aims, values, policies and procedures, its responsibilities towards its pupils, the responsibilities of the pupil's parents, and what's expected of pupils.

At Parson Street Primary School, we recognise each child as an individual, and aim to give all children every opportunity to realise their full potential. We take pride in our unapologetically high standards whereby all children are given the best chances of success, irrespective of background or prior attainment.

We develop children's identity as part of our community through a sense of belonging and wider responsibility. At the heart of its community, Parson Street is a place where all feel welcome and diversity is both explored and celebrated.

We are committed to creating a culture where learning is valued and all children are given a voice. Through our metacognitive approach of 'learning to learn', we ensure that every child leaves Parson Street with the tools needed to thrive, along with the mindset of proud, life-long learners.

We believe that a close partnership between the school, parents and the child is essential if we are to achieve these aims.

It is therefore an expectation that all parents who wish their children to attend Parson Street Primary School will sign up to our Home School Agreement.

We also ask parents to ensure they share the Home School Agreement with their child and we will also discuss this in school.

The Responsibilities of the School

At Parson Street Primary School, we will:

Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum, meeting children's individual needs.

Provide a safe and happy environment where all children are valued, respected and listened to.

Achieve high standards of behaviour by providing opportunities for children to develop positive social relationships, self-esteem and a sense of responsibility.

Teach your child about our school values following a metacognitive approach of 'learning to learn'.

Teach your child to develop a positive attitude to others, regardless of age, disability, gender reassignment, race, religion or belief, sex, marriage or civil partnership.

Promote high standards and high expectations of effort and attainment to ensure your child achieves their potential.

Keep you informed about your child's progress and behaviour, as well as their termly curriculum.

Deal with parental concerns promptly and inform them of how they have been resolved.

Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents.

Promote good attendance and punctuality.

Keep parents well informed about school life and special events through regular communication through Class Dojo, emails and the school website.

The Responsibilities of the Parents/ Carers

All parents/carers will:

Support and follow the school's aims, policies and procedures, positively supporting the school.

Ensure your child wears the correct school uniform and follows the school dress code.

Ensure that your child attends school punctually every day during term time, unless there is a good reason for absence (e.g. illness).

Notify the school by telephone in the event of absence.

Support the school's policies and guidelines on learning, behaviour, attendance and uniform.

Support the school rules of being 'ready, respectful and safe' and our metacognitive approach to 'learning to learn'.

Attend parent/teacher meetings to discuss your child's progress.

Support your child with home learning including reading regularly, a minimum of four times a week.

Keep the school informed of any changes in circumstances (i.e. address, phone number, emergency contacts etc.)

Promptly inform the school of any concerns or problems that may affect your child's learning, behaviour or happiness at school.

Support school in the teaching of safe and secure internet use at home.

Respect all members of the school community, abiding by the policy of zero tolerance towards rude and aggressive behaviour within school, including on the playground.

Regularly read information on the website and school communication via emails and Class Dojo so that you are kept-up-to-date with important details of relevant policies, meetings, events and information about your child.

The Responsibilities of the Child

I agree:

To be responsible for my school and home learning, completing all tasks as well as I can, asking questions when I do not understand.

Show that I am willing to work to the best of my ability.

Be respectful towards others and behave in a safe and responsible way.

To accept responsibility for the things that I do and to reflect on my behaviour and learning and learn from all experiences.

To come to school on time, prepared for the day and wearing the correct school uniform.

Use the internet safely as I have been taught in class.

To talk to a grown-up if I have a problem.

To demonstrate the school's learning gems.

To take good care of the building, equipment and school grounds.

Follow class responsibilities and be ready for learning.

Appendix 4: Attachment Aware Principles

Attachment Principles

Attachment Theory is increasingly being recognised as one of the key theories within child development that explains why some children and young people do better in school and life than others.

Attachment is central to our well-being and affects us all. This guidance endorses the principle that attachment is everybody's business. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences

Appendix 5: Metacognition Gem Powers

We believe that the best way for children to be ready to learn and to take responsibility for their own behaviour, as well as that of others, is to understand what successful learners do. This understanding creates a sense of self-responsibility: children are challenged to be high quality learners which in turn leads to excellent behaviour.

To promote this, we use a meta-cognitive approach primarily based on 'Think Like a Learner, Pardoe, D., and Robson, T. (2013).' This approach teaches and names the different learning behaviours that children need to be successful, as Gem Powers. These are outlined in the description below. To support behaviour, we may create behaviour contracts linking to our gems to make it explicit what we are looking for in a child's behaviour.

Diamond Power – the ability to solve your own problems

- Noticing that there is a problem to solve
- Taking responsibility
- Being organised and independent
- Identifying resources to help
- Seeking solutions
- Differentiating between problems that can be solved alone and those that need adult help

Sapphire Power – the ability to stay focussed and control monster distractions

- Manage distractions
- Listening
- Focus
- Avoid procrastination
- Know what is the most important thing in each moment

Emerald Power – the ability to manage emotions and bounce back

- Emotional intelligence
- Showing resilience
- Manage disappointment
- Bouncebackability
- Strategies to stay in control of emotions e.g. anger

Ruby Power – the ability to be aware of others and how what you do or say, might make them feel

- Listen
- Smile
- Supporting others
- Acts of kindness
- Kind talk
- Respectful and tolerant
- Having empathy

Amethyst Power – the ability to collaborate and cooperate

- Cooperate
- Collaborate
- Sharing ideas
- Taking turns

Pearl Power – the ability to find connections between areas of learning

- Find connections
- Make links
- See patterns
- Pearls of wisdom...

Grit Power – the ability to practise

- Practise
- Set a goal
- Put in effort
- Reflect
- Show commitment
- Show determination

Topaz Power – the ability to use talk to learn

- Control of voice
- Speaking in full sentences
- Speaking with appropriate formality

- Use of excellent grammar when talking
- Using wide ranging and appropriate vocabulary
- Agreeing and disagreeing
- Asking a range of questions

Opal Power – the ability to keep us all safe

- I keep a safe distance from others
- I use catch it, kill it, bin it to stop germs from spreading
- I clean my hands and surfaces carefully and often
- I only play with the children in my bubble
- I follow adult instructions on where I need to go



Emerald Power
Emotional resilience and bounce-back-ability.



Topaz Power
The power of your voice and speaking well.



Ruby Power
Kindness and respect.



Amethyst Power
Teamwork, co-operation and collaboration.



Diamond Power
Problem solving and independence.



Opal Power
Citizenship and responsibility.



Pearl Power
Connections and links in learning.



Sapphire Power
Focusing and ignoring monster distractions.



Grit Power
Practise and perseverance.

Appendix 6: Example of behaviour contract:



Child's Name **Opal Power Chart – I can do the right thing, even when no one is watching**



W/C	Session 1	Break	Session 2	Lunch	Session 3	Session 4
Monday	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna
Tuesday	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna
Wednesday	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna
Thursday	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna
Friday	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna 	<ul style="list-style-type: none"> Following reasonable adult instructions I am in the right place at the right time Being respectful to peers including Sienna

Appendix 7 – Reflection form

Name: _____

Date: _____



The three school rules are |

1. Be ready
2. Be respectful
3. Be safe

My teacher thinks the rule(s) I broke were _____ because _____

What happened?	This meant that...
----------------	--------------------

How did you feel?



What could you do differently next time?

Which gem power should you focus on?



Name: _____ Class: _____

Reflection

Ready – Respectful – Safe

My teacher thinks the rule(s) I broke were _____ because _____

Which rule did you break?

What happened?

This meant that...

How did you feel?

What could you do differently next time?

What should you focus on next time?

