

# **CHURCHDOWN PARTON MANOR SCHOOLS' FEDERATION BEHAVIOUR POLICY**

<b>Staff responsible</b>	<b>Head teacher</b>
<b>Reviewed</b>	<b>Spring 2022</b>
<b>Next review</b>	<b>Spring 2023</b>

## **Equalities Statement**

Churchdown Parton Manor Schools' Federation provides an education for all, acknowledges the society in which we live, and is enriched by the ethnic, cultural and religious diversity of its citizens. The school strives to ensure that the culture and ethos of the school are such that, whatever the heritage, origins, faith, age, gender, sexuality and ability of members of the school community, everyone has the right to equal chances, is equally valued and treats one another with respect so that all pupils and staff are encouraged and supported in achieving their full potential. We provide pupils with the opportunity to experience, understand and celebrate diversity, actively tackle all instances of unlawful discrimination and strive for equality of opportunity and good relationships to permeate all aspects of school life, including:

- attainment, progress and assessment
- behaviour, discipline and exclusion
- admission and attendance
- curriculum
- personal development and pastoral care
- teaching and learning
- working with parents / carers and communities
- staff recruitment and professional development

## **Safeguarding Statement**

- The named person with responsibility for child protection in our school is the Head Teacher, who liaises with a named Governor. We will follow the procedures for child protection drawn up by the LA and the Governing Body.
- If any person suspects that a child in the school may be the victim of abuse, they should not try to investigate, but should immediately inform the Head Teacher about their concerns
- When investigating incidents or suspicions, the person responsible in the school for child protection works closely with social care, and with the Gloucestershire Safeguarding Children Board. We handle all such cases with sensitivity, and we attach paramount importance to the interests of the child.
- We require all adults who work in school to have their application vetted by the police, in order to check that there is no evidence of offences involving children or abuse. (DBS, Barred and Prohibition Checks).
- All the adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded. It is better to be safe than sorry and we trust that parents and carers, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

## **Accessibility Statement**

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect. Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be.

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### **1. Aims**

- To develop a sense of responsibility in each child for their own behaviour.
- To involve staff, children, parents and governors in formulating and promoting the policy.
- To develop positive strategies for dealing with behavioural issues.
- To develop an awareness of the needs of others.
- To integrate the Federation Gems in all aspects of behaviour and reflection.

This Behaviour Policy is a Federation policy, which will be implemented and monitored by all staff across Churchdown Parton Manor Infant School and Churchdown Parton Manor Junior School. Parents/carers will be kept informed of any major changes to the behaviour and discipline policy and practices in school, as we believe that home/school partnership is key to success in this area. The following policy elaborates upon the elements within the Home School Agreement on behaviour and discipline. Time will be taken whenever necessary to discuss the key points of this policy with children at whole school, class, group or individual level.

The Pre-school have their own Behaviour Policy (Appendix 3) which closely follows the code of practice detailed within this policy.

### **2. Rationale**

- The importance of discipline in the smooth running of the school is paramount. Children must be clear about acceptable and non-acceptable forms of behaviour with reasons always being given why behaviour is unacceptable. This needs teaching, especially in reception classes, and we do this through our Personal Social Health Economic (PSHE) curriculum, Circle Time activities and general day-to-day reinforcement.
- Time is well invested initially in teaching and re-enforcing good behaviour so teaching of the National Curriculum and Foundation Stage Curriculum is subsequently easier.
- Outsiders' opinions of school are influenced largely by children's behaviour.
- An agreed positive approach will generate high morale.
- A well-established policy is supportive to all staff but especially new members.

### **3. Behaviour Rules**

- Do as any adult in school asks first time.
- Be kind and caring towards others.
- Show good manners by being polite.
- Show respect for belongings and the school environment.

In classes, staff use a form of 'stop and listen'. At this instruction all children should stop what they are doing and look at the teacher ready to listen. Teachers take time, particularly at the beginning of the school year, to explain what is expected of children.

Also see Appendix 1: Guide to Breaktimes and Lunchtimes and Appendix 2: Gems.

Parents should also support our health and safety rules.

- Children are not allowed to wear jewellery in school. Children with pierced ears should wear studs only in school and they should be taped or removed for PE lessons.
- Sweets and toys should not be brought to school.
- No dangerous items such as penknives, needles etc. should be brought to school and will be immediately confiscated if found and will be personally returned directly to the child's parent by a member of staff.
- Children should never self-exit the classroom.
- Children should walk in the school building at all times.
- Mobile phones should be handed to the office for safe keeping and may be collected at the end of the day (See Policy for Arrivals, Handover, Departure and Missing Children)

### **4. Rewards and Sanctions**

At Churchdown Parton Manor Schools' Federation (CPMSF), we place great emphasis on rewarding good effort, attitude, work, manners and behaviour.

#### **Reward Systems**

- Praise and stickers in abundance!
- Infants and Juniors: Gem Time on a Friday afternoon
- Class Dojo: on-line reward system - children are awarded 'Dojo points' for good behaviour/ attitude. Dojo points are reset every week in Phases 1 and 2 and half-termly in Phase 3. Children should be reminded that their points have not disappeared and shown that their Dojo point total is still there. Children in Phase 3 may be given a collective goal to work towards. Certificates/ stickers may be issued to children/ classes who have achieved an agreed total of points and awards for 'Dojo champions' may be made.
- Work and examples of good learning are shared in our Celebration assemblies
- Gem certificates given out in Celebration assemblies – details in the Gem books in the School Entrance areas
- A Golden Leaf for the schools' Tree of Success. This initiates a Gold letter home from the Head teacher for continual good behaviour/ attitude
- Teachers send children with work to the Head teacher (HT)/ Deputy Head Teacher (DHT) and respective Phase Leaders

#### **Sanctions for unacceptable behaviour**

If a child misbehaves verbal warnings are given. Each classroom displays a poster indicating the possible reasons for a warning. A child can receive 2 warnings in a day. If a third warning is needed the child may

be given 'time out', miss part of their Friday Gem time or be sent to another class or a member of the Senior Leadership Team (SLT) as appropriate to the child's age. A behaviour chart may be initiated by the Class teacher for certain children to identify and promote positive behaviour and avoid further sanctions being necessary.

Indiscretions are tracked and if this is a regular occurrence, parents will be informed what has happened and invited to discuss their child's behaviour with the Head Teacher. This may then initiate the child having an Identified Behaviour Report' which tracks both positive and negative behaviour – see Appendix 4.

### **Unfinished work:**

Class Teachers may keep children back to finish work as necessary during break or lunch – Class Teachers to organise and be responsible. If it is persistent then Class Teachers will log it on Child Protection Online Management System (CPOMS) with action for Class Teacher to speak to parents and any necessary follow up actions.

### **Younger Children:**

Particularly in the Early Years Foundation Stage (EYFS), Year 1 and for some Year 2 children – 'time out' needs to happen immediately; children should be removed from the situation and sit elsewhere in the classroom for a short period. The Class teacher should explain to the child what he/she has done wrong. If the behaviour is persistent then the Class teacher should log it on CPOMS with an action for the Class teacher to speak to parents.

Any severe cases of unacceptable behaviour should be referred to the Senior Leadership Team (SLT) immediately.

## **5. Positive Handling**

At Churchdown Parton Manor Schools' Federation (CPMSF) certain staff are trained in Team Teach positive handling and therefore these members of staff will be called upon if physical handling is required. This policy determines that staff are to take reasonable action to minimise all risk in situations where a child might cause harm.

## **6. Exclusions**

Extreme misbehaviour may result in temporary or permanent exclusion. In accordance with the Local Authority guidelines, pupils who display any of the following, significantly or persistently, may be excluded:

- physical aggression to staff/adults
- physical aggression to pupil/s
- verbal abuse to staff
- bullying/racism to other pupil/s
- refusal to accept rules/discipline
- possession of weapon/dangerous object
- theft
- alcohol related misdemeanours
- damage to property
- drug/solvent abuse
- sexually related incidents

Of course, in infant and junior schools, many of these behaviours will never be seen and in all cases, exclusion would only be used as a very last resort. At CPMSF we hope to avoid exclusion by the use of appropriate support and early intervention, but where pupils do transgress the most serious rules, exclusion will be used. It is important that pupils learn to recognise that which may be regarded as completely unacceptable behaviour and understand that such behaviour will not be tolerated in any part of society. When the Head Teacher makes the decision to exclude a pupil it is done in line with the 'Gloucestershire Guide to Exclusions in School' and the Governing Body is informed and involved in the process according to these guidelines. More details are in the Exclusion Policy.

In Summary:

1	<b>Behaviour is determined</b>
2	<b>Verbal warning system</b>
3	<b>Final warning – time out/missed Gem Time</b>
4	<b>Behaviour chart</b>
5	<b>Internal isolation – move to another class</b>
6	<b>Identified Behaviour Report (IBR)</b>
7	<b>Risk Assessment &amp; Reasonable Adjustments discussed and identified</b>
8	<b>Fixed Term Exclusion</b>
9	<b>Conversation with parent about their children being at risk of Permanent Exclusion</b>
10	<b>Permanent Exclusion</b>

From point 4 through to point 10, parents are alerted and will continue to part of the process.

## **7. Bullying**

Whilst we recognise that bullying may occur from time to time in any school, we will do our utmost to stamp it out at CPMSF. Please see the Equality Policy/ Anti-bullying and Hate Policy for further details.

## **8. Racial Incidents**

All racial incidents, including racial comments or abuse, will be reported immediately to the Head Teacher. Such incidents will be regarded as extremely serious and recorded in the school log that is required by Gloucester County Council. The log will be passed on to Gloucester Education Authority. The parents/carers of the perpetrator of any racial incident will be informed immediately, by telephone if possible. The parents/carers of the victim will also be contacted to explain what has happened and how it has been dealt with. School follows the County Council guidelines and procedures for dealing with and reporting racist incidents in schools. Pupils must understand that any form of racism will not be tolerated in our school.

## **9. Parents**

Our policy is to involve parents fully in the process of their children's education.

Parents:

- should contact school if they have any concerns at all about their child's behaviour, well-being or happiness. The first port of call will usually be the child's class teacher, but if parents prefer, may be the Head Teacher.
- will be contacted if class teachers feel that a behaviour pattern that might be described as unusual for a child becomes evident. This contact will take the form of a quiet word at the beginning or end of the day, where this is possible, or a telephone call or note home inviting parents/carers to come into school to discuss their child's behaviour with the class teacher.
- will be invited to discuss their child's behaviour with the HT if they persistently have to miss their Gem time or are sent to SLT.
- will be contacted, by telephone if possible, prior to exclusion.
- will be contacted, by telephone if possible, if their child has been involved in a racist incident, as either victim or perpetrator.

## **10. Conclusion**

At Churchdown Parton Manor Schools' Federation, we believe that children are able to learn most effectively when behaviour is good and discipline problems are minimal. We aim to provide a caring, inclusive and nurturing environment for our pupils where they feel safe, happy and secure. We hope to develop self-control, self-discipline and self-motivation in our pupils, by rewarding good work, attitude, manners and behaviour, and by imposing the sanctions detailed in this policy for inappropriate effort, attitude, manners or behaviour, thus enabling all our children to learn together in an environment of positive behaviour management.

We believe that although this written policy is important, the true test of its relevance to our school community is whether it is evident in the daily life and routine across the whole school. Behaviour is monitored through CPOMS so that we can clearly see the effectiveness of the policy.

## **11. Policy review and links**

This policy is reviewed annually by the Head teacher in conjunction with the staff and children. It is also reviewed by the Governing board who have responsibility for holding the Head teacher to account.

Other policies that closely relate to this Behaviour Policy are: Anti-Bullying and Hate, Equality, Exclusions, Safeguarding, Anti-Racist, Confidentiality, and PSHE policies.

## Appendix 1

### Guide to Breaktimes and Lunchtimes

#### Playground Rules

- Sit on the benches, do not stand on them.
- Stay on the playground, do not go on the grass unless permitted.
- Play fighting is not acceptable.
- Go straight to line up when the bell goes.
- Children to walk in to class sensibly and quietly.
- Staff should position themselves in the playground so all areas are monitored.
- Positive Playtimes are in place for children to access games.

#### Lunchtime Rewards

- All midday supervisors (MDS) can ask teachers to award Dojo points to children who behave well whilst eating and/ or when playing on the playground.
- Midday supervisors may nominate any children who have remembered the playground rules to be recognised in the weekly Celebration assembly.

#### Lunchtime Sanctions

During lunchtime all midday supervisors are responsible for implementing the agreed sanctions. The sanctions are as follows:

- a verbal warning/reprimand
- 5 minutes on the 'time out' bench/ wall or – holding the MDS's hand/ walking with the MDS if the bench is already occupied
- class teacher informed at the end of lunch
- child sent to see the Phase Leader/ Head Teacher/ Deputy Head

Appendix 2

**Learning Gems**

Your child may come home from school and tell you that they have earned a Gem. Below is an explanation of what each Gem means for behaviour and learning. The children are introduced to the Gems as they go through the school starting with the Ruby Gem.

	<b>Topaz</b> <b>Working in a team</b>
	<b>Aquamarine</b> <b>Passion for learning</b>
	<b>Amethyst</b> <b>Partner work</b>
	<b>Ruby</b> <b>Respect, Kindness</b>
	<b>Sapphire</b> <b>Concentration, Avoid The Monster Distraction</b>
	<b>Emerald</b> <b>Perseverance, Courage, Resilience</b>
	<b>Diamond</b> <b>Independence</b>
	<b>Opal</b> <b>Positive Mental Attitude</b>

## **Pre-school Behaviour Policy**

### Aims

- To develop a sense of responsibility in each child for their own behaviour.
- To involve staff, children parents and governors in formulating and promoting the policy.
- To develop strategies for dealing with behavioural issues.
- To develop an awareness of the needs of others.

At Churchdown Parton Manor pre-school we place great emphasis on acknowledging, rewarding, good effort, attitude, work, manners and behaviour.

We believe that children are able to learn most effectively when behaviour is good and discipline problems are minimal. We aim to provide a caring, inclusive and nurturing environment for our pupils where they feel safe, happy and secure. We hope to develop self-control, self-discipline and self-motivation in our pupils, by rewarding good work, attitude, manners and behaviour, and by imposing the sanctions detailed in this policy for inappropriate effort, attitude, manners or behaviour, thus enabling all our children to learn together in an environment of positive behaviour management.

### The approach at CPMIS Pre-school

At Pre-school we aim to work in partnership with parents and carers to lay foundations from which children will grow into happy, self-confident and well-adjusted pre-schoolers. We believe that children and adults are happiest in an ordered, secure environment in which everyone knows what is expected of them. Children will flourish when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour

We have a named person who has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. In preschool we show disapproval of unacceptable behaviour, not the child and avoid the use of negative comments, or diminishing a child's efforts by word, gesture or facial expression. Our approach to achieving positive behaviour is in line with the school's but has been adapted to suit the stage of development of two, three and four-year old children.

Our behaviour code in Pre-school is very similar to the school's Gem Behaviour Rules. It is applied consistently and modelled appropriately.

- Always walk inside.
- Be kind and friendly.
- Be polite and helpful.
- Listen when someone speaks.
- Take care of our environment.

The role of the adult in promoting good behaviour at Pre-school:

- plan a stimulating, challenging and developmentally appropriate learning environment
- reflect on practice e.g. understanding attention spans
- maintain a tidy, well organised environment in collaboration with children
- have clear routines and warn children of changes
- provide opportunities for exercise and relaxation
- be fair and consistent
- provide opportunities to make choices, giving children a sense of control
- show children how to behave well
- work as a team and support each other
- name and praise positive behaviour-catch them being good
- form warm, friendly, positive relationships
- understand what makes each child distressed, angry or excitable

- observe and listen carefully and intervene appropriately
- build children's self-esteem
- see conflict and problems as opportunities for learning
- help children to identify and express emotions appropriately
- plan activities which will help children to name emotions and recognise them through the use of stories, role play, puppets etc.
- give **specific**, positive instructions - 'good walking' rather than 'don't run'
- pause and wait-expecting compliance

#### Identifying undesirable behaviour

- pushing
- throwing
- snatching
- scratching
- pinching
- kicking
- punching
- biting
- being disruptive
- refusing to follow instructions

We are aware that not all inappropriate behaviour is noisy and obvious! Observe children and watch out for overt or silent unacceptable behaviour that is often displayed by more vulnerable children.

#### Rewards and sanctions

- Examples of good behaviour are commented on during free play, snack time, and circle time.
- With older 3 and 4-year-old children key persons will identify areas that the children need to improve (which change frequently), for example when the children are learning to put their thumbs up to speak at circle time. This is acknowledged by receiving Dojo points and/or Gem stickers in a simplified and more relevant version of the school schemes.
- Preschool focus on using Ruby and Diamond gems as these are more achievable and age appropriate skills for preschool children.
- Inappropriate behaviour will be dealt with according to the child's age, development, special needs or current emotional needs. Sanctions match the 'offence' and are used consistently. **Physical punishment and humiliation will be neither used, nor threatened.**

Unacceptable behaviour can often be prevented by skilful anticipation and intervention by sensitive adults. Adults will deal with inappropriate behaviour by:

- changing the setting e.g. providing more equipment to avoid squabbles.
- choosing 'battlefields'-some behaviours fade away if they are ignored. It may be appropriate to distract the child, particularly with two-year olds.
- not arguing with children, speaking with a quieter firm voice and staying calm.
- giving children choices where possible e.g. 'Would you like to put the bricks away yourself or find a friend to help you?'
- describing the offending behaviour - 'When you do that, I feel.....'.
- clearly stating the consequences of continued behaviour.
- helping children to understand consequences of their actions. For example, refusing to tidy up means that have to miss **part** of snack time to tidy up then. They will be warned that this will happen.
- getting down to children's level and being firm and consistent.
- when emotions are running high a child may need 'thinking time' {a short spell away from other children and activities, with or without an adult's support} in order to calm down. A timer may be used e.g. a one-minute timer. Staff will check whether the child has calmed down before discussing their behaviour with them.
- trying to find out what led to the behaviour and explain reasons for their actions.

If another child has been upset or hurt, they will be comforted, and the adult will confirm that the behaviour is unacceptable.

Occasionally children become very angry and 'out of control', and adults will always try to de-escalate the situation by talking calmly and giving the child space and time to calm down. Rarely where a child's behaviour could cause serious harm to themselves or others, staff will ask a colleague for support and may have to restrain the child. This should always be seen as last resort and minimum force used. \*

Observations and incidents are recorded on individual EasiPAC sheets. **In cases of serious misbehaviour e.g. violence, racial abuse or \* if restraint has been used parent/carers will be notified immediately.** Parents will sign the forms and invited to add comments.

In other cases, {for example where a pattern of behaviour is emerging} staff will decide when it is appropriate to inform parents/carers. Key persons will discuss the situation with colleagues and parents/carers, and they will work together to ensure a consistent approach.

Staff must consider possible reasons for the behaviour - e.g. special educational needs, insufficient mastery of English, exposure to aggressive behaviour at home.

### **Rough and tumble play, hurtful behaviour and bullying:**

Young children often engage in play that has aggressive themes-such as superhero and weapon play.

We recognise that rough and tumble play is acceptable within limits and that fantasy play offer opportunities to explore concepts of right and wrong.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable boundaries to ensure that children are not hurt and encourage the use of strategies for conflict resolution.

### **Hurtful behaviour**

We take hurtful behaviour very seriously, but it is not helpful to label this behaviour as bullying.

We recognise that young children have not yet developed the means to manage intense feelings that sometimes overwhelm them, and we help them recognise and express their feelings appropriately.

We intervene to stop hurtful behaviour and explain why the behaviour is not acceptable.

We give reassurance to the child who has been hurt and then offer support to calm the child who is angry.

This may be done with pre-verbal children through touch. Verbal children are also offered an explanation appropriate to their level of understanding.

We do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

We support social skills through activities, drama and stories.

When we talk to parents of children who have been hurt, we do not name the children who have hurt their child.

### **Bullying and harassment**

We take bullying and harassment very seriously at preschool. Bullying involves the persistent physical or abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour. **Children would normally need to reach the cognitive stage of a five-year-old in order to engage in bullying behaviour.**

We try to empower children to appropriately challenge bullying or harassment, by for example saying stop and making the sign for stop and to tell an adult.

Name calling and behaviour that may lead to bullying is discouraged and dealt with using positive behaviour management strategies.

In cases of serious misbehaviour, such as bullying, racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, with subsequent parental involvement.

Supporting parents our policy is to involve parents fully in the process of their children's education.

Parents will always be informed if their child is persistently unkind to others or if their child has been upset. Parents may be asked to meet with the key person to discuss a child's behaviour so that they can work together to ensure consistency between home and setting. We will discuss this with other professionals involved in the care of the child for example other settings or health visitor. In some cases, we may request additional advice and support from other childcare professionals. Parents are also offered support with managing their child's behaviour at home.



**CPMSF Identified Behaviour Report (V4)** Name of child: \_\_\_\_\_ W/C \_\_\_\_\_ M/T/W/Th/F

We do as we are asked; we are kind to everyone whether they are children or adults. We do not ...

	Behaviour	1	2	3	Details	Sanction
Learning	prevent the teacher from delivering a lesson by disrupting the class with low level disruption, ranging from calling out constantly to destroying other children's work					<b>Any three strikes will lead to-</b>  <b>Fixed term exclusion:</b>  <b>No of days:</b>  <b>From _____</b>  <b>to _____</b>
Learning	refuse to do as asked: work, an activity, lining up etc., or actively ignore requests					
Communication	use unkind or mean words or actions					
Communication	swear with fingers or words, or use rude words to hurt or upset adults or children					
Communication	persistently interrupt, talk over or shout at adults or children					
Communication	persistently use threatening language and behaviour towards adults or children					
Behaviour	wind up, manipulate or incite others to be involved in any inappropriate activity					
Behaviour	steal from others or the school or engage in dishonest words or actions					
Behaviour	leave the classroom/bus/group when the expectation is to remain until directed					

Behaviour	run away, hide, climb trees or attempt to leave the site to avoid authority or sanctions					<b>If Fixed Term Exclusions escalate:</b>  <b>Permanent exclusion:</b>
Behaviour	tell lies to avoid authority or sanctions					
Behaviour	refuse to leave the classroom or return to the classroom when there is no adult there					
Behaviour	enter fitness areas, Forest School, the pond or nature area without permission					
Physical	hit, kick, bite, antagonise, wind up or hurt other people deliberately					
Physical	use or throw things in a way that other people might get hurt, or touch other people unkindly or inappropriately with hands or objects					
Physical	attempt to break things: equipment, property or premises deliberately					

An adult will tell you to stop, try to help you to calm down and make the right choice to be physically/emotionally/academically safe.

↑ if you cross the line...

Sometimes reasonable adjustments will be made in partnership with the child's teachers and parents and explained to the child. If the child still goes beyond the adjustment that has been agreed, then the above process will be used.

Reasonable adjustment	Child's response

Date reasonable adjustment(s) made: \_\_\_\_\_

Agreed by: Head Teacher/Class Teacher: \_\_\_\_\_ Parents: \_\_\_\_\_

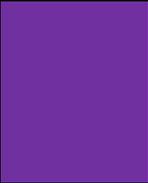
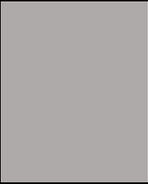
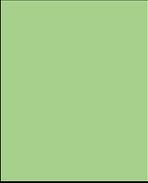


# CPMSF Identified Behaviour Report (V4)

Name of child: \_\_\_\_\_ W/C \_\_\_\_\_ M/T/W/Th/F

We do as we are asked, we are kind to everyone whether they are children or adults, and we use our gem powers in all we do, every day. My teacher has recognised that I have particularly used these gems this week...

Gem		Quality	Observation
	Diamond	Independence	
	Sapphire	Focus	
	Ruby	Kindness	
	Emerald	Resilience	
	Topaz	Team work	

	<b>Amethyst</b>	<b>Paired work</b>	
	<b>Opal</b>	<b>Positive Mental Attitude</b>	
	<b>Aquamarine</b>	<b>Passion for learning</b>	