





Behaviour Policy 2023 – 2024

Rationale

We believe that all of the behaviour systems we have in place support our children in understanding what is expected of them and why. They provide our children with the opportunity to establish our core school values, openness to different cultures and promote our PERMAH model for wellbeing. Our systems are positive and help create a learning environment and relationships where the children feel secure and confident enough to take risks in their learning (i.e. they are not afraid to make mistakes).

Aims

It is our aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on our school's Core values, Kindness, Respect, Compassion, Empathy and Leadership. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote a positive environment which encourages good behaviour and has student wellbeing at the forefront.

At MTS, we have a positive and inclusive approach to managing behaviour. We believe in developing positive relationships through a restorative approach, which promotes self-esteem, self-discipline and establishes clear expectations of all members of the school community. Recognition, positive reinforcement and encouragement are used as much as possible in all situations.

Working towards greater well-being under PERMA(H)

The behaviour policy aims to work within all aspects of PERMA(H) through:

Positive Emotions – Language of our School Values and following our passions
Engagement - Assemblies, Shared Experiences, House group events, Mustang squads
Positive Relationships - Across classes/grades, House Groups, between adults and students

Meaning – Class time, Assemblies, Service Projects, MSC lessons, PSHE Drop Down Days

Accomplishments - Weekly Values and HPL Cards, Merit Certificates

Health - Good behaviour aids good mental health and broader wellbeing, good health aids good behaviour.

Primary School Code of Conduct

Be Ready, Re Respectful, Be Safe

- Be Ready to Learn, wear the correct uniform and bring the correct equipment to school
- Be Respectful to others, school property and our class rules
- Be Safe in class, across school and online

Behaviour Management is the responsibility of all staff at our school.

Role of the Senior Leadership Team

It is the responsibility of the Senior Leadership to implement the school behaviour policy consistently throughout the school and to ensure the health, safety and welfare of all students.

The SLT supports all staff by implementing the policy, setting the standards of behaviour, and supporting staff in their implementation of the policy.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are understood and enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of all student behaviour, and they strive to ensure that all students work to the best of their ability. Teachers are expected to be good role models and treat all students with respect and understanding. Should a student display inappropriate behaviour the teacher will take advantage of a teachable moment to remind him/her of expectations and which behaviours they need to practise. Class Charters are crafted with the students at the start of each academic year. We believe that it is important our students are included in the decision-making processes of the classroom and in building a nurturing, positive classroom environment. A clear sanctions pathway is shared with all stakeholders (Appendix 1, 2 and 3) and all non-teachable moment behaviours are recorded on the internal Behaviour tracker system.

The Role of the Specialist Teachers and Support Staff

Specialists and Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to students. They should inform class teachers of any inappropriate behaviour and Specialist teachers should log it themselves within Phoenix Classroom.

The Role of Parents and Carers

The school collaborates actively with parents and carers, so that students receive consistent behavioral support. We expect parents and carers to support their child's learning, and to cooperate with the school. There is an expectation that all students will behave in school and that students should arrive in school ready to learn and able to follow all school expectations.

Rewards

We believe strongly in the importance of promoting and praising good behaviour. The role of rewards and praise is a key component of developing the potential of all students at MTS. Student's effort and good behaviour is rewarded and celebrated by teachers in many ways, including;

- Verbal praise
- House points (Dojo points in Year 1)
- High Performance Teddy and Tea Party with the Head of FS
- Values Superhero Weekly Certificate in FS1 and 2
- Year 2-6 Class Recognition Board
- Positive feedback
- Certificates or e-mails home
- Phone calls home
- In-class rewards and certificates
- Certificates and awards at assemblies and whole school events
- Displays of work
- Leadership responsibilities

- Metropole Magnificence
- Positive Postcards

Rewards System at Metropole

- Foundation School (Appendix 4)
- Primary School (Appendix 4)
- Prep and Senior School (Appendix 5)

House Points

Each child will be assigned to a House – of which there are four:
Ferrari - (Red)
Mclearen - (Yellow)
Williams - (Blue)
Mercedes - (Green)

Students are awarded House points

- 1. Points awarded for demonstrating positive behaviour and exemplifying the schools core values (Appendix 6) and High Performance Learning Values Attitudes and Attributes (Appendix 7). These are totaled weekly and shared with class teachers and then added to the schools combined torals to celebrate in assembly.
- 2. Points gained through House Competitions These are organised throughout the year and are based on building and developing a variety of skills.

House points are celebrated across the school during weekly assemblies and House Point announcements on the Tanoy. Across the whole school House points are used consistently, which promotes collaboration and community team spirit.

In Year 1, to help with transitioning from FS, House Points are represented by Dojo Points which are aligned with the school values and three school rules.

Managing Daily Behaviour in the classroom - Positive Recognition Boards in Year 2-6

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix.

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include "One voice" for classes who constantly talk over each other," speak politely" to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours "Accurate peer feedback" persuasive language" or "show working" When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day/week (depending on context) the aim is for everyone to have their name on the board

Standards Card

We expect students within the school to uphold exceptional standards at all times. To reward those students with exceptional standards we have implemented a 'Standards Card' reward system.

Students will be given their own standards card, this is rewards draw ticket located inside the student planner. Failure to meet one of the standards will result in the card being signed by a member of staff and the broken standard code clearly marked. The card will be taken off the student and given to the HOY on the student receiving the 5th signature, this will result in a Wednesday evening B4 reflection and escalation up to the next stage. Should a student reach the end of the term withouht a single standards signature then that studednt s will be able to hand their card in to the standards rewards draw where they can potentially win a prize. Students in Secondary (Year 6 – Term 3 to support transition) are given a standards reward card (Appendix 9).

Sanctions

At MTS we promote positive behaviour by recognising potential and celebrating success. We also know that it is important to have appropriate consequences, which are fair and applied consistently. Research by Gregory et al. (2016) emphasizes the need for schools to adopt a more comprehensive framework that combines prevention, intervention, and restorative practices. A balanced approach can foster a sense of accountability, encourage personal growth, and promote positive behaviour by addressing both the immediate incident and its underlying causes. These sanctions are intended to encourage students to reflect on their behaviour and and make more informed choices should they encounter similar situations in the future. Sanctions range from teachable moments in class, break time reflections, after school reflections and periods of internal and external reflections depending on the behaviour severity. All B2-B5 behaviours are logged on Phoenix Classroom and all B3-B5 behaviors will be communicated with parents (Appendix 1,2 and 3)

Intervention measures to help students with poor conduct

The school will take different follow up actions and support strategies according to the different behaviour levels outlined in the 'Behaviour Sanctions and Strategies chart' (Appendix 3,4 and 5). All behaviour interventions will take a restorative approach where all parties are given the opportunity to voice why any behaviour incidence had occurred. Conversations are led by experienced practitioners and guidance is given so that all parties can move forward positively with support mechanisms in place.

Junior School Talking Corner to Resolve Conflict

"The Talking Corner" or quiet space is used for students to speak calmly with each other about the problem and work in a peaceful way to reach a solution.

Guide for a talking corner conversation:

- Take, turns and speak truthfully
- Listen respectfully to other's point of view
- Share your feelings honestly
- Creatively find a virtue you need
- Use justice and forgiveness for amends to be made
- Practice commitment to act differently in future

Evaluation of intervention measures for effectiveness and improvement

Any intervention actions taken on student with behaviour issues are to be evaluated for effectiveness and improvements through the use of both individual evaluations done individually with students and parents, and group (i.e. Pastoral team) evaluations done at the school level. It is ensured that we receive feedback from all stakeholders, our students and parents.

Review of Student Behaviour policies and procedures

The student behaviour policy and procedures will be reviewed on an annual basis. Key stake holders will be part of this process including the Student Council and Parent community. Student voice will be captured via the Student Council. Governor's feedback will be collected during subcommittee meetings.

This policy will be reviewed by Neil Corrigan (DHT Primary) and Joe Gannon (DHT Secondary) At every review, the policy will be approved by Mr. Naveed Iqbal – Principal and CEO

Appendicies

Apendix 1 – Foundation Behaviour Sanctions and strategies





BE READY, SHOW RESPECT, STAY SAFE

B1	Not listening Unable to follow simple instructions, Running in the classroom, Hitting another child Forgetting to share, shouting, Forgetting turn taking.	All Staff Teachable Moment		
B2	Continued B1 behaviours	All Staff Communication with parent by the teacher Log on the system		
В3	Repeating any of stage 1 behaviours. A consistent behaviour they know is wrong. Dangerous behaviour	Referral to HoY Log on the system HoY speaks with the child Parent Communication by HoY Reflection with HoY		
B4	Aggressive behaviour such as biting, scratching or throwing equipment resulting in hurting another child – mark left. Inappropriate behaviour.	Referral to Head of Pastoral Log on the system HoP speaks with the child Face to face meeting with parents Reflection Time with HoP Individual Behaviour Plan HoY/HoP to meet with child to review targets HoP contact parents for follow up		
B5	Persistent aggressive behaviour which impacts safety and learning of others.	Referral to SLT Log on the system SLT to speak with the child Face to Face Meeting with parents Formal letter issued to parents Time out of class Reflection Time with HoP Individual Behaviour Plan SLT contact parents for follow up		





BE READY, SHOW RESPECT, STAY SAFE

B1	Ignoring Instructions Unkind Language/Behaviour Disruptive Behaviour Rough Play Breaking Safety Rules Careless use of school equipment	All Staff Teachable Moment	
B2	Continued B1 behaviour Inappropriate language (e.g. swearing) Disrespect to others Inappropriate use of school equipment including digital tools Using hands and feet to intentionally hurt someone x1	All Staff Communication to Parents by the teacher Log on the system	
В3	Continued B2 Behaviour Continued use of unkind words and actions Inappropriate use of digital tools x2 Physical aggression x2 Abusive Language Refusal to participate in lessons Intentional Unsafe Behaviour Inappropriate language and conduct x2 Internal Truancy	Referral to HoY Log on the system HoY speaks with the child Communication to parents by HoY Reflection with HoY	
B4	Continued B3 behaviour Theft Fighting (Punching and kicking) resulting in injury Abusive language towards staff Use of a weapon Inappropriate search on a digital devices Internal Truancy x2	Referral to Head of Pastoral Log on the system HoP speaks with the child Face to face meeting with parents Reflection Time with HoP Individual Behaviour Plan HoY/HoP to meet with child to review targets HoP contact parents for follow up	
B5	Truanting from the school site Fighting resulting in serious injury Carrying Dangerous Equipment (Weapon/replica weapon/sharp object) Social Media Missuse Vandalism Gross misconduct that is not in the power of the school to address Racist remarks including through the use of social media/digital tools/devices Intentional Violence resulting in injury Bullying as defined by the school policy (including cyberbullying) Internal Truancy x3	Referral to SLT Log on the system SLT to speak with the child Face to Face Meeting with parents Formal letter issued to parents Time out of class Reflection Time with HoP Individual Behaviour Plan SLT contact parents for follow up	





Behaviour Sanctions and Strategies 2023/24

B1 - Negative Behaviour

- Sec B1 Uncooperative behaviour Sec B1 - Persistent Chatting Sec B1 - Off-Task

- Sec B1 Low level Disruption
- Sec B1 Ignoring instructions Sec B1 - Minor Argument
- Sec B1 Unkind language
- Sec B1 Eating/Playing in a non-designated
- Teachable moment dealt with by the class teacher
- Teacher to remind students of correct behaviour and expectations

B2 – Negative Behaviour

- Sec B2 Persistent B1 behaviour
- Sec B2 Refusal to take part in a set activity
- Sec B2 Late to lesson (10 Mins)
- Sec B2 Intentional unsafe behaviour
- Sec B2 Failure to follow instructions
- Sec B2 Inappropriate use of school resources and equipment
- Sec B2 Failure to complete classwork
- Sec B2 Failure to complete homework
- Class teacher provides a clear verbal warning
- Class teacher to consider preventative measures before next lesson
- Behaviour is recorded on Go4Schools
- Email to parents

B3 - Negative Behaviour

- Sec B3 Persistent poor behaviour
- that disrupts the learning of others Sec B3 Serious inappropriate use of
- Sec B3 Disrespectful towards staff or peers (Challenging staff) Sec B3 - Third incomplete Homework
- Sec B3 No PE Kit (2nd time)
- . Sec B3 Refusal to hand over mobile phone Sec B3 - Misuse of device (Playing on games in lesson)
- Sec B3 Use of mobile phone and/or headphones during school hours
- · Statements collected from student
- A 15-minute reflection will take place break/lunch with the class teacher restorative discussion takes place
- Parents contacted by Telephone/Email
- Behaviour is recorded on Go4Schools

*Phone and/or headphones are confiscated and given to HoY (Returned in 1^{st} offence - 24hrs / 2^{nd} offence 48hrs / 3^{rd} offence parents to collect)

B4 - Incident

- Sec B4 Aggression towards
- another student (pushing) Sec B4 - Verbal agression towards
- another student or teacher Sec B4 - Selling for profit on school
- Sec B4 Internal truancy from
- Sec B4 Full standards card Sec B4 - Missed detention despite being given a
- Sec B4 Accumilation B3 behaviours (x3)
- Sec B4 Failed HoY Report (6 crosses)
- Sec B4 Failure to produce Planner/Standards Card when requested
- Students isolated whist incident is investigated Statements collected from students and staff
- Parents contacted by HoY/HoD
- · 60 minutes after school Reflection with HoY/HoD
- This may result in a student being placed on HoY or subject specific report

B5 - Incident

- Sec B5 Truanting from the school
- Sec B5 Internal Truancy from lesson x3
- Sec B5 Fighting (Punching and kicking)
- Sec B5 Fighting resulting in injury
- Sec B5 Full Standards card x3
- Sec B5 Smoking/E-Cigarettes/Vapes - Consuming, carrying, selling
- Sec B5 Carrying Dangerous Equipment (Weapon/replica weapon/sharp object/Hair
- Sec B5 Secularism
- Sec B5 Bullying

- Sec B5 Social Media Misuse
- Sec B5 Theft
- Sec B5 Academic malpractice
- Sec B5 Threats or Intimidation
- Sec B5 Vandalism
- . Sec B5 Gross misconduct that is not in the power of the school address

 • Sec B5 - Racism
- Sec B5 Sexism Sec B5 - Failed HoY report x3
- . Sec B5 Accumilation of B4 incidents
- Student isolated whilst the incident is investigated At all stages
 - ing 1st offence 1-day internal exclusion

 - · Meeting with parents, Assistant Head Teacher

Stage 1 - 2nd offence

- Issuing of a 'stage 1' letter from SLT which remains on permanent internal school record
- Meeting with parents, Assistant Head Teacher
- 2- Day internal exclusion

Stage 2 - 3rd offence

- Issuing of a 'stage 2' letter from Head of School which will remain on school record
 - Meeting with parents, Secondary Head Teacher. SLT to inform Principal
- . 3- Day internal exclusion

Stage 3 - 4th offence

- Issuing of a 'stage 3 notice to improve' letter from Head of School which will remain on school record (4 weeks to show improvement) SLT to inform KHDA
- Meeting with parents, Secondary Head Teacher
- 2- Day external exclusion

- Issuing of an 'undertaking agreement' letter from the principal. Conditional reenrollment agreement must be signed by students' parents. SLT to inform KHDA
- Meeting with parents and School Principal
- 3- Day external exclusion



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Primary Positive Behaviour and Achievement 2023/24

Positive Behaviour - Teacher Input - Daily and Weekly

Metropole Merit School Core Values: Compassion, Respect, Kindness, Leadership, Empathy HPL: Empathetic, Agile, Hard Working, Meta-Thinking, Linking, Analysing, Creating, Realising Weekly Forest School Award FS HPL Weekly Certificate FS Values Superheroes weekly certificate House Points Year 1 Dojo Points

- · In class positive behaviour awarded by the class teacher
- In FS demonstrating the HPL skill of the week will be celebrated with the HPL Teddy and a HPL Teddy picnic every Monday
- . 1 House point added to the class House Point Chart
- · These will appear on the students' individual profile on Go4Schools

Achievement - Teacher Input - Student Leadership

Student Leadership Selected by the teacher/students post the Student Leadership application process. Teacher to present the student with their student leadership badge at the Student Leadership Inauguration This will be added to the student's Go 4 Schools personally account. This will be celebrated in the student's end of year report. All Student Leader Achievements are worth 5 points

Achievement – Teacher Input – Sports Squads

Mustang Squads	All students have the opportunity to trial for all the Mustang squads. Students are identified by the PE teachers and squad coaches. All Mustang Achievement with 10 House Points This will be added to the student's Go 4 Schools personally account. This will be celebrated in the student's end of year report.
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Achievement - Admin Input - Termly and Annual Certificates

Subject Top Performer Awards	Students are selected from each year group as individual subject winners
	 Potential winners discussed at departmental meetings.
Social Responsibility Awards	 Heads of Year to identify and celebrate students who have led or initiated social responsibility projects
HPL Student of the term	 Awarded by the class teacher to an individual student that has shown outstanding HPL skills in all areas of school during the term.
PERMAH end of Term Award	 Awarded by the class teacher to an individual student that has shown outstanding HPL skills in all areas of school during the term.
	This award is worth 15 House Points
	These will appear on students' individual profile on Go4Schools
	These will appear on students' end of term reports

Appendix 5 - Secondary Positive behaviour and Ach	nievement	
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Secondary Positive Behaviour and Achievement 2023/24

R1 - Positive Behaviour - Teacher Input

Metropole Merit

School Core Values: Compassion, Respect, Kindness, Leadership, Empathy

HPL: Empathetic, Agile, Hard Working, Meta-Thinking, Linking, Analysing, Creating, Realising

PERMAH: Positive Emotions, Engagement, Relationships, Meaning, Accomplishment, Health

- In class positive behaviour awarded by the class teacher
- 1 House point stamped in the student planner and inputted into Positive Behaviour within Go4Schools
- These will appear on the students' individual profile on Go4Schools.

R2 - Achievement - Teacher Input

Lead Star of the Month Metropole Excellence

- Selected by the LEAD Teacher from the student demonstrating consistent school values and overall contribution to the lead
- Teacher to select 1 student per week for this award and input name and reason into 'Achievements' on Go4Schools.
- Teacher to present student with a 'Metropole excellence' certificate
- All R2 'Achievements' worth 5 House Points
- These will appear on students' individual profile on Go4Schools
- These will appear on students' end of term reports

R3 - Achievement - Admin Input

Subject Achievement, Progress and Effort Awards

- Students are selected from each year group as individual subject winners
- Potential winners discussed at departmental meetings, based on subject Metropole Merit, Metropole Excellence and overall effort and progress within subject lessons.
- All R3 'Achievements' worth 10 House Points
- These will appear on students' individual profile on Go4Schools
 These will appear on students' end of term report

R4 - Achievement - Admin Input

Subject Top Performer

Awards

HPL and PERMAH Student of the term

Head of Year Award

- Students are selected from each year group as individual subject winners
- Potential winners discussed at departmental meetings, based on subject Metropole Merit, Metropole Excellence and overall effort and progress within subject lessons.
- Students are selected from the House points awarded in each of the categories of the HLP values. One student from each year group for each of the categories will be awarded in KS3
- Awarded by the Head of Year to an individual student that has shown outstanding values in all areas of school during the term

Awarded by the Head of School to an individual student that has shown outstanding values in all areas of school throughout

A one-off act of brilliance from a student, in or outside of school, at any point in the year. Student gets to sign the Principal's

Magnificence' book. Teachers to notify Heads of Year of any worthy recipient.

Nominated by the school and awarded by GEMs Corporate Office to a female student who has demonstrated excellent

qualities in all areas of school life and in the extended community; demonstrating the highest of skill sets, academic

- R4 'Achievement' worth 15 House Points
- These will appear on students' individual profile on Go4Schools
- These will appear on students' end of term reports

R5 - Achievement - Admin Input

Head of Secondary Award

Metropole Magnificence

Sheikha Fatima Award



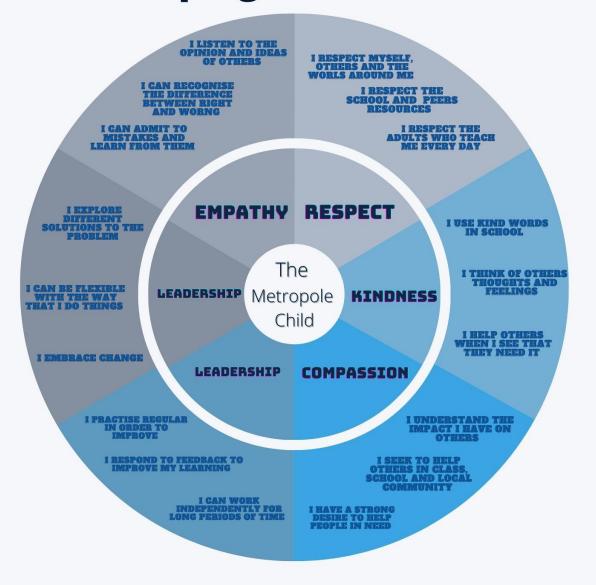
- R5 'Achievement' worth 20 House Points
 - These will appear on students' individual profile on Go4Schools
- These will appear on students' end of term reports

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The GEMS Metropole Way Developing Future Leaders





Appendix 8 – HPL VAAs

		Progression Levels for the Values Attitudes and Attributes (VAAs)				
		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
ЕМРАТНЕТІС	Collaborative	talk in small groups and pairs about themselves tested to others in pairs and amel groups and present and tended to others are pairs and amel groups and present and demonstrate their listening skills by asking the speaker questions	clearly articulate their own lideas to the group staten to the ideas of others and retrietpret these lideas in begin to take on board suggestions from others in the group	 present confidently to other groups in the class and classes turber down the achorol about their work. and turber of tisses and start recoding the silits of collaboration to younger students. see and explain the adventages of collaborating 	talor their presentation to meet the needs of their audience see the value of adapting their views and ideas to resolve see the value of adapting their views and ideas to resolve group progress group progress are avere that in different situations they need to take on different roles to divelop or build on the strengths of others and get the job done.	 present to groups outside of the familiar and outside of the school. choice of the second of the secon
	Concerned for society	 necognise the difference between right and wrong. device an awareness of who others are in the school and local community and have an opinion about change. 	seek to help others in the class, school and local community and willingly participate in group activities to tackel issues. I have a series of justice and rationalise why change is needed in simple terms identify pre	 willingly participate in the community (both local and probal, identifying needs and courses of action to meet those needs comfortably work with others to meet those needs begin to have an understanding of human rights develop a stronger sense of justice, drawing on international events 	develop critical opinions on global issues and comfortably debate these using exidency adjust personal behaviour to fit belief systems and have a strong sense of their place in the world understand the relationship between the rights of the incididate and the leave of society approciate the benefits of a diverse society	 take proactive and direct action to help in the wider community. arralysis how different circumstances, belief systems and emotions influence events and act independently according to their own belief systems. proactively influet issue-based campaigns or thatenge injustice and take the needs of present and future generactions into according to
	Confident	realise there are things they know and understand and things they do not with help, admit their mistakes and learn from them	articulate their knowledge, understanding and ideas listen to the ideas and opinions of others	believe in their knowledge, understanding and ideas enjoy discussing their beliefs, ideas or behaviours with others deal with new challenges and situations	justify their beliefs, ideas or behaviours realise when they may need to change beliefs, ideas or behaviours based on new information or the arguments of others enjoy new challenges and situations	critically reflect on their knowledge, understanding and ideas in the light of new experiences and interaction with others incow when to modify their knowledge, understanding and ideas based on their critical reflection seek new challenges and situations
AGILE	Enquiring	begin to develop their natural curiosity dentify, with guidence, questions and problems which with guidence, pain to undertake research, and collect, store and organise information relevant to the research	Identify questions and problems and justify their plan and carry out research unaded, and collect relevant information identify the strengths and weakensses of information and whether it a instruct to their enquely, with consider different viewpoints on issues, events or problems	identify appropriate research steps and strategies, and begin to refer extremely restricted or requiry and control of the control of the control of the communicate analysis in an appropriate ways consider why there are different viewpoints, and begin to make controlled between twexpoints, and begin to make controlled between twexpoints, and begin to make controlled between twexpoints, and begin to make controlled between twexpoints and season and the controlled between the controlled between twexpoints and make evidence—based assertions.	 explain their research techniques to others, describing and justifying the methods they have chosen and published the control of the control of the make informed and well-reasoned decisions and require evidence for others' assertions 	 independently identify questions and problems, justify their interest in them, and critically consider whether the consideration of the consideration of the consideration of use connections from across the curriculum to develop their enquiry, answering questions that are of real value to society both in school and outside.
	Creative and enterprising	explore different solutions to problems that are set for them are interested in the world around them produce pieces of work that are original to them in form or content.	ask questions about their own learning and seek ways of finding their own answers create original work that demonstrates good outcomes in terms of quality and suitability for the task set	 experiment with unfamiliar approaches or forms and decide on the right ones for the right circumstances develop a sense of their own personal style in the work they create 	 choose increasingly innovative approaches to solving problems and creating work are able to adapt to a wide variety of purposes and audiences without sacrificing quality 	 provide original and elegant solutions to complex problems create novel and surprising pieces of work of high quality that are fit for purpose
	Open- minded	 are becoming evere that other people may have different ideas and beliefs and come from different backgrounds 	recognise that other people may have different ideas and beliefs and an engage of sisten to them may change their mind based on the ideas and beliefs of others. show an interest in people from other cultures and backgrounds	can take an objective view of different ideas and beliefs become more receptive to different ideas and beliefs based on the argument of others will change their ideas should there be compelling evidence to do so appreciate the benefit of knowing, and working with, people from other cultures	 evaluate new information or the arguments of others and are villing to change beliefs, ideas or behaviours based on their evaluation evaluate cultural perspectives by drawing on the views of people from other cultures and backgrounds when forming opinions 	 seeks out new information and the argaments of others in order to relied critically on their knowledge, understanding and ideas and modify them on the basis of their critical reflection. systematically take a considered global stance when approaching new ideas
	Risk-taking	 realise that things we do involve an element of risk-taking. tak about known risks in everyday situations and ways to approach those risks if they affect personal safety and welbeing. 	weigh up positive and negative risks in new situations and suggest different solutions and approaches to those situations based or their assessment! orofidently approach new and unknown situations, seeing them as a challenge to be faced.	 try out new ideas in different situations, drawing on provious experience appoculate or the outcomes of taking certain risks in unfamiliar situations 	 recognise that we cannot always predict the outcome of a situation - that some things in file are unknown approach unfernillar situations positively, and with confidence and acceptance of the unknown 	 speculate and take risks in a whole variety of situations, known and unknown assess situations in terms of personal safety and vesticating estimates estimates tackle new challenges and make different decisions based on understanding of previous decisions and mistakes
HARD WORKING	Practice	repeat work in order to improve	practise regularly in order to improve understand the value of practice in improving porformance respond to feedback from others about next steps to improvement and how to improve	establish and follow practice schedules seek and respond to feedback on how to improve performances respond to goals set by others for improvements	take responsibility for practising independently and regularly jointly set goals for improvements monitor own performance and seek feedback from others	self-regulate and revise practice schedules in line with improvements set own goals and monitor progress towards them actively seek out ways to improve
	Perseverance	 work for extended periods of time on a task with encouragement recognise that there may be obstacles to their progress 	work for sustained periods of time and can see the benefits of doing so identity distractions and begin to recognise the effect these might have on their work	are self-motivated to work on extended projects identify distractions and manage them to minimise their effect. see the long-term benefits of performing a task to completion.	 Independently plan an activity or project beyond what is asked of them. Identify and use strategies for setting and meeting personal targets in order to increase personal motivation. 	recognise and accept that making mistakes is a natural part of learning, and can explain this to others have enough self-awareness and confidence to accept that some tasks cannot be completed
HAR	Resilience	 complete tasks with support, recognising some frustrations 	 learn ways to manage their own time and work towards personal targets they have set omplete longer tasks with increasing independence, recognising flustrations that inhibit performance 	 show greater independence in setting personal goals and targets use time effectively and persist with extended tasks to completion, recognising strategies, overcoming to an addistractions and seeing the long-term benefits. 	self-manage extended and complex tasks to completion employ appropriate strategies to complete tasks and consistently overcome frustrations and barriers	select and self-manage extended and complex tasks consistently to completion are deliberately unwilling to allow adversity to prevent them from reaching their goal and are unswerving in their focus on their eventual success

Appendix 9 – The Standards Card



Review completed - October 2023