Ysgol Awel y Môr

Behaviour Policy: School Readiness and Well Being

Policy owned by	Date adopted by the Governing Body	Signed on behalf of the Governing Body	Review date
C Foulkes - Headteacher	Autumn 2026		Autumn 2029

Version	Date	Author / Owner	Description of Changes	Approved By	Next Review Date
1.0	June 2026	Catrin Foulkes Headteacher	Initial policy creation	Temporary Governing Body	Autumn
1.1					
1.2					
2.0					
2.1					

Policy status
Statutory with three yearly review.

Consultation
This policy was established and reviewed by all the school staff in consultation with the Governing Body.

Review:
The policy will be reviewed in line with the school's review cycle. However, the Governors may review the policy earlier if the Governing Body receives recommendations on how the policy might be improved. This policy is a working document.

Vision and Values
Our school is a community built on respect, kindness and positive relationships. We believe that children learn best when they feel safe, valued and connected. Behaviour is understood as a form of communication, and our approach prioritises restorative practice to help pupils develop empathy, responsibility and resilience.

This policy aligns with the Curriculum for Wales, supporting the four purposes by helping learners become:

Ambitious, capable learners
Enterprising, creative contributors
Ethical, informed citizens
Healthy, confident individuals

Our school's core values and learning powers are:

Being Cooperative, Enjoying Learning, Never Giving Up, Concentrating, Being Imaginative, Being Curious, Keeping Improving and Having a Go.

To ensure we are successful with all of this we need to show our values in all aspects of school life:

Gentle hands
Kind words
Listening
Showing respect to everyone
Doing our very best

Respect ourselves – parchwch ein hunain
Respect each other – parchwch eich gilydd
Respect our school – parchwch ein hysgol

We do this by planning for each child as an individual; ensuring support and challenge in all areas. We facilitate this through a whole school approach of working together and creating clear routes of communication. Confidence in a school comes from knowing and understanding what is happening within it. We aim to involve all parents, families, guardians and members of our local community. We sincerely believe that all adults involved in a child's life have a direct impact and by working together we can ensure success.

We pride ourselves on having an open-door policy and view it as the first step in the process of partnership between home and school.

Aims

- To provide a consistent whole school approach to behaviour management in our school.
- Summarise the roles and responsibilities of different people in the school community about behaviour management.
- To develop the key behaviours required for lifelong learning.
- To enable all pupils to be confident, capable and independent learners.
- For pupils to be able to engage with new, unfamiliar experiences, ideas and people.
- To show an interest in their work and sustain concentration.
- To seek solutions when the first approach is unsuccessful.
- Ready to learn at the start of lessons
- Able to work in a range of ways e.g. independently, small group or whole class.
- Respect the contribution of others e.g. by allowing others to speak or by remaining calm when others disagree.
- Demonstrate appropriate behaviour around the school and activities such as whole school assemblies.
- To show care and relate well to their peers and others.
- To celebrate success

Having high expectations, being positive role models and rewarding pupils enables us to promote positive behaviours. This policy is designed to promote appropriate and positive behaviour rather than merely deter inappropriate behaviour.

Purpose

- Promote Accountability and Responsibility: to foster a sense of accountability and responsibility among learners. By emphasising the impact of their actions on others and providing opportunities for reflection and repair, these practices encourage learners to take ownership of their behaviour and its consequences.
- Cultivate Positive Relationships: Restorative practice prioritises the building and nurturing of positive relationships within the school community. By focusing on dialogue, understanding and empathy, these practices help repair harm caused by negative behaviour and create a supportive environment where learners feel valued, respected and connected.
- Develop Conflict Resolution Skills: equipping learners with effective conflict resolution skills. Instead of resorting to punitive measures, these practices encourage learners to engage in dialogue, active listening and problem-solving techniques to address conflicts and repair relationships.
- Enhance Learning and Well-being: The purpose of restorative practices and pro active behaviour policy is to create a conducive learning environment where all learners can thrive academically, emotionally and socially.

Choice

At Ysgol Awel y Môr, we foster a culture of personal responsibility and empower our learners to effectively manage and understand their actions. We place great emphasis on cultivating empathy, encouraging our learners to consider the perspectives of others and the broader global community. Through numerous

collaborative opportunities, we aim to promote tolerance, acceptance of diverse opinions and a strong sense of belonging within our school community.

We firmly believe in maintaining a safe and supportive environment where no learner is subjected to humiliation or shame. Instead, we strive to guide learners towards making positive choices and provide them with opportunities for reflection and restitution when they fall short of those ideals. We believe in the power of learning from mistakes and working towards personal growth and improvement.

Philosophy

At Ysgol Awel y Môr, we hold high standards for our learners and encourage them to strive for excellence. It is the shared responsibility of staff and learners to maintain our school expectations. Through proactive restorative practice, we build close class communities where all learners feel safe, valued and have a sense of belonging.

We prioritise positive language and behaviour, fostering meaningful relationships. When unwanted behaviours arise, we use restorative approaches to teach learners the impact of their actions. By embracing this approach, we empower learners to make responsible choices. Learners at Ysgol Awel y Môr are accountable for their behaviour and accept challenges and logical consequences.

For occasions where unwanted behaviours arise, we use restorative approaches as outlined in this policy to help learners understand the impact of their actions and behaviour. This is done through a structured restorative conversation in which we guide and teach the learners how to make things right. We believe that by using this restorative approach we are giving learners the skills to independently make better, more responsible and more informed choices in the future.

Roles and Responsibilities

Governing Body

- Support the school in the implementation of the policy.
- Inform the Headteacher, when necessary, about behaviour issues so this can be taken into consideration
- Review the effectiveness of the policy.

Headteacher and Senior Leadership Team

- Implement the policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of unacceptable behaviour.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.
- Provide training where necessary.
- Be aware of and understand his/her rights and responsibilities (see Appendix II).
- The Headteacher has the responsibility for issuing in-house exclusions and fixed-term exclusions for individual pupils who commit serious acts of misbehaviour. The Headteacher may also permanently

exclude a pupil for repeated or extremely serious acts of anti-social behaviour. Permanent exclusion is only considered after the school governors and the Local Authority (LA) have been notified.

All Staff

- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage.
- Give pupils the opportunity to work in groups.
- Make sure that pupils listen, are listened to and show care towards others.
- Enable pupils to gain the ability to make choices about their behaviour.
- Enable pupils to be confident about their learning and enjoy it.
- Enable pupils to understand their rights and responsibilities as citizens in our society.
- Be a positive role model.
- Reward/praise positive behaviours.
- Use the Class Warning sheet when necessary.
- Inform parents about their child's behaviours and, where necessary, work alongside parents.
- Be aware of and understand their rights and responsibilities (see Appendix I)

Pupils

- Show care for others.
- Listen to others.
- Learn/work co-operatively.
- Understand the school's motto.
- Resolve disputes positively.
- Show care for their environment.
- When necessary, carry out self-monitoring.
- Be aware of and understand their rights and responsibilities (see Appendix II).
- Be aware of their own emotions and actions and take responsibility for these.

Expectations

Staff are expected to:

- Clearly communicate expectations and boundaries to learners, ensuring they understand behaviour, expectations, routines and academic standards.
- Promote respect and positive behaviour among learners, fostering a culture of inclusivity.
- Encourage self-reflection and accountability when learners make negative choices, guiding them toward positive alternatives.
- Foster self-motivation and independence by providing opportunities for learners to take ownership of their learning.
- Cultivate self-esteem and self-respect in learners by recognising their strengths and achievements.
- Celebrate learners' efforts and accomplishments to motivate and inspire them.
- Maintain a clean, tidy organised and engaging learning environment tailored to individual learner needs.
- Respect learners' perspectives and create a safe space for open dialogue.
- Lead by example, demonstrating high standards of presentation, respect and learning behaviours.

- Collaborate with relevant staff members to support and guide each learner's progress.
- By implementing these strategies, you can create a consistent and supportive learning environment aligned with the principles of high-performance education.

Children are expected to:

- Demonstrate respect towards staff, peers and the learning environment at Ysgol Awel y Môr.
- Uphold the positive reputation of Ysgol Awel y Môr in the community, both within and outside of school premises.
- Comply with the anti-bullying procedures and promptly report any instances of bullying to a staff member.
- Receive fair and equitable treatment and actively contribute to establishing classroom rules that align with the behaviour policy.
- Benefit from consistent and encouraging support from staff members to foster positive behaviour.
- Understand the behaviours that contribute to success at Ysgol Awel y Môr.
- Embody the core values in all aspects of academic, personal and social life at Ysgol Awel y Môr.

Implementation

Celebrating and Rewarding Positive Behaviour

At Ysgol Awel y Môr, we aim to promote a positive learning environment in which all pupils are able to succeed through positive behaviour support systems. Our reward system is based on recognising and valuing effort, rather than achievement alone. We seek to encourage pupils to develop intrinsic motivation, resilience and pride in their work, learning and behaviour through the school's values.

We believe that recognising and celebrating positive behaviour, effort and achievement helps to create a happy, inclusive and motivating learning environment. Pupils are encouraged to demonstrate the school's values in all aspects of school life and are recognised for doing so through a range of rewards and celebration opportunities.

A variety of reward and recognition strategies are used across the school to celebrate success and encourage positive attitudes to learning and behaviour. These may include verbal praise, positive feedback, stickers, Dojo points, certificates, celebration assemblies, sharing achievements with peers and adults, leadership opportunities and class or whole-school rewards. Successes in learning, behaviour, effort, wellbeing and contributions to school life are regularly celebrated.

Through these approaches, we aim to foster a culture where effort is valued, achievements are celebrated and all pupils are encouraged to contribute positively to the school community.

These may include:

- Verbal praise and positive feedback.
- Stickers and other age-appropriate rewards.
- Awarding Dojo points for demonstrating the school's values and positive learning behaviours.
- Sharing work, achievements and behavioural successes with a chosen adult, another teacher or a member of the Senior Leadership Team.
- Celebration assemblies and services that recognise pupils' achievements and contributions.

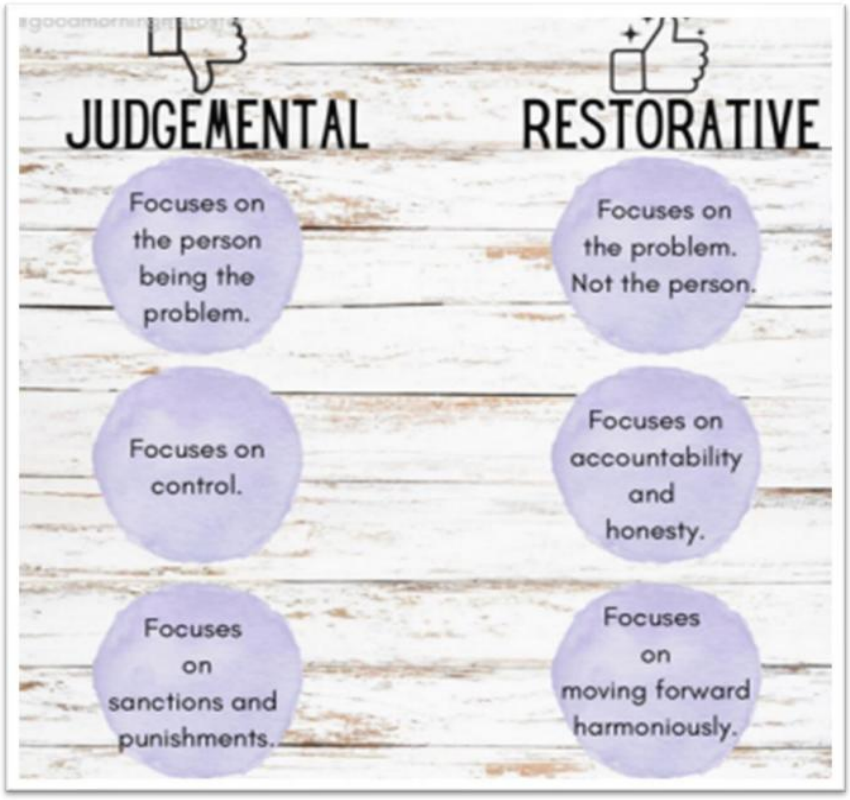
- Weekly certificates and awards for pupils who demonstrate positive attitudes, effort, achievement or commitment to the school's values.
- Recognition of pupils who demonstrate positive use of Welsh and actively contribute to the school's Welsh language ethos.
- Opportunities for pupils to take on special responsibilities and leadership roles.
- Class-based reward systems that encourage teamwork and collective responsibility.
- Whole-school reward initiatives chosen in partnership with learners and the School Council.
- Celebrating individual, class and whole-school successes through displays, assemblies and communication with parents and carers.

Through these approaches, we aim to foster a culture where achievements are recognised, effort is valued and all pupils are encouraged to contribute positively to the school community.

Restorative Practice

At Ysgol Awel y Môr we use restorative practice to support learner's behaviour. Restorative approaches are based on four key features:

RESPECT: for everyone; by listening to other opinions and learning to value them
RESPONSIBILITY: taking responsibility for your own actions
REPAIR: developing the skills so that they have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem



Restorative conversations can only take place when a learner is regulated. In order to do this, they may require time. Staff must use their judgement for this. Restorative conversations should follow a clear, systematic structure. This approach enables the child to feel safe and supported. Try to have this conversation in a private place.

Restorative Practice Key Questions and Language

1. What happened?
2. How were you feeling?
3. What was the impact of your choice?
4. What can you do to make it right?

This will give the learner a chance to reflect on their behaviour without fear of judgement and they will feel supported. From there, an appropriate next step will be decided between the teacher and the learner. Sometimes the learner will need some reflection time before deciding on the next step.

Behaviour Support and Consequences

Minimising Inappropriate Behaviour

At Ysgol Awel y Môr, we promote positive behaviour through a consistent, supportive and relationship-centred approach. Staff recognise and reinforce positive behaviour through regular encouragement, praise and positive interactions. This proactive approach focuses on recognising pupils' successes, building positive relationships, fostering motivation and creating an environment where all pupils can thrive both socially and academically. By emphasising positive behaviour and clearly communicating expectations, we aim to support pupils in making responsible choices and developing the skills needed for successful learning and personal growth.

As a whole staff, we use predictable language that is familiar to all pupils and ensure that our expectations are clear and consistent across the school. Expectations, based on the school's values and teaching and learning behaviours, are explicitly taught and displayed for reference by both pupils and adults. Parents and carers are made aware of the school's behaviour expectations, rewards and consequences, ensuring a consistent partnership between home and school.

We provide a range of interventions for pupils who require additional support with behaviour for learning. Where appropriate, advice and support are sought from external agencies through regular multi-agency planning meetings and staff continually seek further ways to support individual pupils.

Where inappropriate behaviour occurs, staff will use logical consequences whenever possible, taking into account the age, stage of development and individual needs of the pupil. Logical consequences help pupils understand the impact of their actions and take responsibility for their behaviour. Examples include:

- If a pupil breaks something, they will help to repair, replace or put it right where possible.
- If a pupil does not complete their work, they will be expected to complete it at an appropriate time.
- If a pupil misuses equipment, access to that equipment may be removed for a specified period.
- If a pupil creates a mess, they will be expected to help tidy and restore the area.

This approach encourages accountability, responsibility and positive behaviour whilst maintaining a supportive, inclusive and nurturing school environment.

Graduated Behaviour Support Strategies

To ensure a consistent and supportive approach to behaviour, a range of strategies may be implemented according to the needs of the pupil. These strategies should be reviewed regularly and adjusted as appropriate.

Universal Classroom Strategies

The following strategies may be used by class teachers and support staff to encourage positive behaviour and support pupils within the classroom environment:

- Clear and consistent expectations and routines.
- Positive reinforcement and rewards for appropriate behaviour.
- Specific praise and recognition of success.
- Reward charts, token boards or other visual motivation systems.
- Readiness for Learning strategies and support.
- Individual Play Plans (IPP), where appropriate.
- Regular communication and meetings with parents/carers.
- Adaptations to learning activities, the environment or routines to support engagement.
- Use of logical consequences and restorative conversations.
- Targeted support from class staff and wellbeing interventions.

Where a pupil requires ongoing support beyond universal classroom strategies, their needs will be reviewed and additional targeted interventions may be implemented.

Targeted Behaviour Support Strategies

For pupils requiring more specialised support, the following strategies may be implemented:

- Behaviour data collection and analysis.
- Individual Behaviour Plan (IBP) with agreed targets, strategies and review dates.
- Individual Reactive Strategy (IRS) Plan to ensure a consistent response to behaviours of concern.
- Behaviour monitoring and regular review meetings.
- Consultation and collaborative working with parents/carers.
- Discussion within ALN planning meetings where appropriate.
- Support and guidance from Behaviour Champions and school pastoral staff.
- Advice from, or referral to, Behaviour Support/Outreach Services and other relevant professionals.
- Multi-agency consultation and planning where required.

Where there is limited progress following the implementation and review of targeted support strategies, a formal consultation with relevant external services may be requested to identify further recommendations and support.

External Agency Support

Where a pupil requires additional support, the school may seek advice and assistance from appropriate external agencies and professionals. This may include behaviour support services, educational, health and wellbeing professionals, outreach services, Inclusion Services and other specialist agencies, as appropriate.

Referrals and consultations will be made in partnership with parents/carers and in accordance with local authority procedures where required.

The school adopts a graduated, person-centred approach, ensuring that support and interventions are matched to individual needs and reviewed regularly in partnership with pupils, parents/carers and relevant professionals. This collaborative approach helps to ensure that pupils receive the appropriate support to achieve positive outcomes.

Behaviour Categories

To ensure consistency across the school, behaviours are categorised according to their severity and the level of support or intervention required. Whilst professional judgement will always be applied, the examples below provide guidance on behaviours typically managed by class staff and those which are likely to require involvement from members of the Senior Leadership Team (SLT).

The behaviours listed below are examples and are not exhaustive. The school reserves the right to respond to incidents according to their nature, severity and context, taking into account the age, circumstances and individual needs of the pupil.

The school adopts a graduated and person-centred approach, ensuring that interventions are matched to individual needs and reviewed regularly in partnership with pupils, parents/carers and relevant professionals.

Classroom managed behaviours	SLT managed behaviours
Disruption to Learning • Not completing sufficient work in class. • Failure to complete work to an appropriate standard. • Not paying attention. • Talking at inappropriate times. • Talking over an adult. **Failure to Follow Expectations** • Not following instructions. • Deliberately failing to follow instructions. • Running in corridors. • Not lining up quietly. • Using loud voices indoors. **Lack of Respect for the Environment** • Littering.	**Aggressive, Threatening or Unsafe Behaviour** • Physically assaulting or using violence towards another pupil or member of staff. • Throwing objects at a person. • Throwing objects across a room in a manner that may cause injury, damage or distress. • Serious or repeated intimidation of pupils or staff. **Abusive or Discriminatory Behaviour** • Swearing aggressively at a pupil or adult. • Racist behaviour, including derogatory, discriminatory or prejudicial language or actions towards any individual. **Bullying and Harassment**

• Misuse of resources. • Not respecting equipment. Poor Social Behaviour • Using unkind words towards another pupil or staff member. • Teasing or taunting classmates. • Being rude. • Low-level aggression towards peers (e.g. pushing in line).	• Bullying of any kind (see Anti-Bullying Policy). • Repeated intimidation, harassment or targeted actions towards another individual. Persistent Defiance • Persistent task refusal despite appropriate support and interventions. • Repeated extreme or persistent behaviours that significantly disrupt learning or the safe and orderly running of the school. Theft and Damage • Major theft, including money or valuable items belonging to the school, staff or pupils.

Responding to Inappropriate Behaviour

When inappropriate behaviour occurs, staff will respond in a calm, consistent and proportionate manner. The aim is to support pupils in making positive choices, repairing relationships and returning successfully to learning.

Classroom-Based Responses

Step 1: Positive Redirection

- Staff may redirect the pupil towards the expected behaviour.
- Positive role models may be highlighted, for example: *"I like the way Corey is sitting and listening."*
- Pupils may be redirected to an alternative task or responsibility.

Step 2: Reminder of Expectations

- Staff will clearly identify the inappropriate behaviour and remind the pupil of the expected behaviour.
- For example: *"You are not using gentle hands."*
- Staff will seek opportunities to recognise and reinforce positive behaviour as soon as possible.

Step 3: Adjustments to Support Behaviour

- A pupil may be moved to a different seat, closer to an adult, or away from a situation that is contributing to the behaviour.
- This is intended as a supportive strategy to help the pupil regulate and re-engage with learning.

Step 4: Restorative Conversation

- Staff will hold a brief restorative discussion with the pupil to explore what has happened and identify next steps.
- Questions may include:
    - What happened?
    - How are you feeling?
    - Who has been affected?
    - What can we do to put things right?

Step 5: Referral to Senior Leadership Team (SLT)

- Where behaviour continues or is of a more serious nature, an SLT referral may be made.

Senior Leadership Team (SLT) Responses

Step 6: Review Meeting

- A member of SLT will meet with the pupil and, where appropriate, the member of staff involved, to discuss the incident and identify support required.

Step 7: Appropriate Action and Support Depending on the nature and severity of the behaviour, actions may include:

- A restorative meeting.
- Time away from the classroom to regulate and reflect.
- A behaviour monitoring period.
- Internal exclusion.
- Fixed-term exclusion.
- Other appropriate support and intervention measures.

SLT will monitor and check in with the pupil throughout the day as appropriate.

Step 8: Communication with Home

- Parents or carers will be informed when behaviour incidents require SLT involvement or where additional support and intervention are necessary.
- School and home will work together to support positive outcomes for the pupil.

Extreme/Persistent Behaviours

All behaviour concerns will be recorded and monitored to identify patterns, trends or recurring behaviours. Where a pupil demonstrates persistent behaviours of concern, or where there are repeated incidents over a period of time, the behaviour will be reviewed by relevant staff to determine whether additional support or intervention is required.

This may involve discussions with the pupil, communication with parents/carers, behaviour monitoring, restorative conversations, or the implementation of targeted support strategies. Where appropriate,

members of the Senior Leadership Team may become involved to help identify underlying needs, agree strategies for improvement and ensure that the pupil receives the support necessary to succeed.

The purpose of this process is to proactively support positive behaviour, address concerns at an early stage and work collaboratively with pupils and families to promote positive outcomes.

Neurodiversity

Staff recognise that some pupils may require adapted approaches to support their behaviour and engagement in learning. Where appropriate, staff will work with the Inclusion Team, ALNCo, parents/carers and other professionals to identify individual needs and implement appropriate support strategies. These may include visual supports, sensory accommodations, personalised behaviour plans and other reasonable adjustments. Strategies will be reviewed regularly to ensure pupils are supported effectively within a nurturing, inclusive and restorative environment where they can thrive socially, emotionally and academically.

The primary aim of this policy is to promote appropriate behaviours and celebrate success. We have clear school rules to support this. Having high expectations, being positive role models and rewarding pupils enables us to promote positive behaviours. This policy is designed to promote appropriate and positive behaviour rather than merely deter anti-social or inappropriate behaviour.

Equal Opportunities

All children have access to a broad and balanced curriculum.
The curriculum will be adapted appropriately to meet the diverse needs of our children. All children have the right to be included in the life of the school. (see Strategic Equality Plan for further information)

Arrangements for policy monitoring and evaluation

The effectiveness of this policy will be regularly monitored and reviewed on a regular basis as a shared responsibility of all stake holders and led by the school staff. Monitoring will ensure that the policy is being effectively and consistently implemented throughout the school. Review will ensure that the policy is effective, reflects practice in the school and allows for any necessary changes to the policy to improve practice and reflect changes to national policy and legal requirements.

This policy is available on the school website, and in translation, on request.

Appendix I

Staff	
Rights	Responsibilities
To be supported by peers, Headteacher and Governors.	To ask for support when needed.
To be listened to.	To offer support to peers and Headteacher.
To share opinions.	To listen to others, give opinions in constructive manner.
To be treated courteously by all others in the school community.	To model courteous behaviour.
To be made fully aware of the school's system, policies, expectations.	To recognise and acknowledge positive behaviour in others.
To have the rights to teach.	To seek information and use lines of communication.
To receive appropriate training to increase skills and knowledge in behaviour management	To support others in their skills and knowledge in promoting positive behaviour. To acknowledge areas of own behaviour management skills and knowledge that could be developed.
	To try/use and evaluate new approaches.

Children	
Rights	Responsibilities
To be treated with care and listened to.	To have the responsibility to do the right thing.

To be safe.	To behave respectfully towards others.
To learn.	To behave in a way that keeps others and self safe.
To make mistakes.	To be willing to learn. To allow others to learn.
To have the right to have help when needed and learn to be independent.	To attend school regularly.
To express myself.	To own mistakes and learn from them. To allow others to make mistakes.
	To give opinions in a constructive manner. To listen to others.

Parents / Carers	
Rights	Responsibilities
To contribute to the development of the school's policy.	To behave respectfully towards others.
To expect the children to be safe, secure and respected in school.	To respect the schools Behaviour policy.
To be kept informed about their child's progress.	To help ensure that their child adheres to the values of the school.
To be listened to.	To ensure their child attends school regularly, suitably clothes, fed and rested.
To be treated with respect.	To be prepared to work with the school to support their child's positive behaviour.
To have access to information on the school's procedures for positive behaviour.	To attend meetings with the Head Teacher, school staff or outside agencies to discuss their child's behaviour.
To have concerns taken seriously.	To work collaboratively with the school.

Appendix II

Behaviour Matrix

Ysgol Y Foryd	In the classroom	Moving around the school	Amser chwarae	Working independently	Amser cinio in the hall and in the classroom	In the hall e.g assembly, visitors
gentle hands	• Hands are still • Keeping hands and feet to yourself • Sharing resources • Helping	• Hands behind your back • Hold the door • Respect your surrounding (pick up coats, paper, don't touch displays)	• Sharing play equipment • Helping your friend (if they fall, close their zips, close their laces) • Turn taking	• Sharing resources • Using equipment correct ly	• Table manners	• Hands are still • Keeping hands and feet to yourself
kind words	• To greet your friends and staff • Praise each other • Indoor voices • manners	• Greet staff, friends and visitors • Indoor voices	• Asking friends to join in with your game • Solve problems by talking with your friends • Report positive behaviour	• Praise your friends work/ creations • Indoor voices • Ask questions to each other • Solve problems on your own • Report positive behaviour	• Manners • Indoor voices	• Manners • To answer relevant questions
listening	• Magnet eyes • Keeping hands, feet and body still • Talking partners	• Following instructions	• Following instructions • Listen to your friends	• Following instructions • Responding to your friends	• Following instructions	• Listen to the adult who is leading • Following instructions
showing respect to everyone	• Allowing your friends to work • Good looking and listen ing • Leaving an area tidy for your friends who follow		• Lining up together	• Giving compliments to your friends • Helping your friends with a challenge	• manners	• Look at the adult who is leading • Celebrating awards of our friends • Smile and acknowledge visitors
doing our very best	• Keep working on a chal lenge that is difficult • Approaching a task with a positive mindset • Stay on task	• Walk smartly around school • Manners • Being a good role model	• Follow playground rules • Encouraging playground games	• Solve problems inde pendently • Working with a friend • Reading at home	• Using your cutlery cor rectly • manners	• Manners • Participating