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Electronic signature of chair of governing body committee at which the policy was approved.

Behaviour and Relationships Policy

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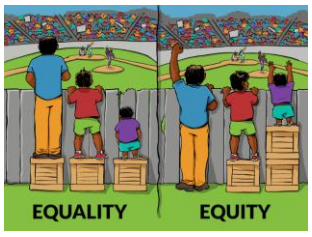
1. Our approach

'When children feel better they behave better' Pam Leo

At Hayes Park School we believe that positive, trusting relationships are the foundation of every child's success. We are committed to fostering an inclusive, emotionally safe environment where all children feel seen, valued and able to thrive. Our approach recognises that behaviour is a form of communication and we work to understand the underlying needs that drive it.

Because of this we have chosen to use an equitable and therapeutic approach to behaviour that focuses on understanding, preventative strategies, emotional regulation and, above all else, supportive relationships. We have adopted the Therapeutic Thinking model (https://therapeuticthinking.co.uk/) as we understand that each child brings their own experiences, strengths and challenges to school life and that some children may need additional support, time or differentiated responses to feel secure, regulated and ready to learn.

Equity is the principle that we offer differentiated measures to provide equal opportunities (giving everyone what they need to achieve success).



2. Our Values

Central to our approach is a shared responsibility amongst our pupils, staff, families and the wider community to model and nurture behaviours that reflect our school vision and PREP values.

Our vision is that, through **perseverance**, **respect**, and tolerance and by working together in genuine **partnership** we can empower each other to strive for **excellence** and prepare for a lifetime of learning and positive relationships.

Our school PREP values are broken down into a set of valued behaviours and these are detailed in our Behaviour Curriculum (Appendix a). This is a clearly defined, explicitly taught set of behaviours, routines and social expectations that we want our pupils to learn, practise and embed in a similar way to our academic curriculum. Rather than assuming that our children "just know how to behave", the behaviour curriculum treats behaviour as a learnable skill set to be taught, modelled, practised and reinforced consistently across the school.

3. Responsibilities

At Hayes Park School, we believe that developing good relationships and promoting valued behaviour is a team effort. With this in mind,

Staff should:

- develop and nurture effective working relationships with children and their families
- develop an effective working atmosphere for pupils free from shame
- offer help, support and understanding to children who are struggling to meet the expectations of our behaviour curriculum
- consider individual circumstances, operate an equitable approach and make adaptations when necessary
- use approved classroom management strategies
- recognise when children are displaying valued behaviour and reward where appropriate
- use positive reframing and restorative scripts to support conversations about behaviour
- allow opportunities for children to reflect and repair (put things right)
- use Behaviour Watch to record concerns
- keep parents and senior leadership informed of any concerns, especially difficult and dangerous behaviour
- represent and model our PREP values and the valued behaviour detailed in our Behaviour Curriculum

The Head Teacher should:

- implement this policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy
- ensure the health, safety and welfare of all the children in the school

- support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy
- be able to access to records of all behaviour records on the Behaviour Watch system
- decide whether suspensions are necessary for individual children for serious acts of dangerous behaviour, or repeated acts of difficult behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Head Teacher will notify the Governors, Local Authority and Virtual School (if appropriate) of this action.
- publicise the School Behaviour & Relationships Policy, in writing, to staff, parents/carers and pupils at least once a year.

The Governing Body should:

- ensure the Governing Body's Behaviour Statement is reflected in the Behaviour and Relationships Policy
- represent and model our PREP values and the valued behaviour detailed in our Behaviour Curriculum
- support the staff in applying the principles of this policy
- deal with complaints and allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation

Parents/Carers should:

- be aware of our PREP Values and the expectations of our behaviour curriculum
- represent and model our PREP values and the valued behaviour detailed in our Behaviour Curriculum
- work in partnership with the school to promote valued behaviour
- support children's education and attendance and ask for help when this is difficult
- encourage and support children to display valued behaviour

Pupils should:

- be aware of our PREP values and the relevant valued behaviour detailed in our Behaviour Curriculum
- ask for help and take support when offered
- take increasing responsibility for their own actions and reflect and learn to repair when things go wrong
- ask for help and take support when offered

4. Defining and Recording Behaviour

Staff at Hayes Park record valued and detrimental behaviour using a colour coded system of slips with our internal Behaviour Watch system.

Recording pupil behaviour ensures that we have a whole picture of our pupils' needs and allows us to identify any areas of concern or patterns of behaviour across the school. Doing this enables us to put in place appropriate strategies to support pupils and staff in order to address concerns and encourage valued behaviour.

Both valued and detrimental behaviour are recorded using the colour coded slip system and these slips are communicated with the pupil directly. They are then communicated with the parents via the school planner as well as in person/by phone if appropriate.

The level of concern for each colour slip, the school actions and suggested parent actions that follow the issuing of a slip are summarised below, although this list is not exhaustive and may need to be adapted dependent on the child.

Slip Colour/ Level of Concern	School Action (Before, during and after)	Possible Home Action
Green **(Valued)**	• Positive praise and positive noticing • Entered into weekly behaviour award draw • Green dot in planner • Reward if appropriate (see list)	Praise, reward and encourage continued valued behaviour
Blue (Nursery and Reception only – Children who are learning to manage themselves and their behaviour)	• A gentle reminder from class teacher with modelling and examples of good behaviour given • Sanction if appropriate • Blue dot in reception planner	Model, discuss and encourage valued behaviour
Yellow **(Detrimental - Inconvenient)** *3 or more in a two-week period triggers an amber slip*	• Recap the expectation • Ask what the child needs to meet the expectation and offer it • Positive reframing • Allow time to adjust • Restorative conversation *(if at break or lunch no more than a few minutes)* • Yellow dot in planner/record on Behaviour Watch for information	Model, discuss and encourage valued behaviour
Amber **(Detrimental - Difficult)** *3 or more in a half term triggers a red slip*	• Recap the expectation • Ask what the child needs to meet the expectation and offer it • Positive reframing • Allow time to adjust • Allow time for triage/calm corner • Amber dot in planner/record on Behaviour Watch • When appropriate offer a restorative conversation and opportunity to reflect and repair • Consider the need for a targeted plan • Phone call home • Consequence if appropriate (see list)	Model, discuss and encourage valued behaviour; consider further supportive strategies; support the need for a targeted plan if the school deems it necessary
Red **(Detrimental - Dangerous)**	• Recap the expectation • Ask what the child needs to meet the expectation and offer it • Positive reframing • Allow time to adjust • Allow time for triage/calm corner • Red dot in planner/record on Behaviour Watch • When appropriate offer a restorative	Model, discuss and encourage valued behaviour; consider further supportive strategies; support the need for a targeted plan if the school deems it necessary Engage with wider professionals such as Educational Psychologist, multi-disciplinary professionals, key workers, behaviour and SEN specialists

	conversation and opportunity to reflect and repair • Consider the need for a targeted plan • Phone call home • Consequence if appropriate (see list)	
Purple (Late or missing homework)	• Recap the expectation • Ask what the child needs to meet the expectation and offer it • Allow time to adjust • Speak to parents • Offer in school support e.g. time and support to complete • Reduce expectations if appropriate	Support with completing homework and handing it in on time, let school know when this is challenging

The information we record on Behaviour Watch is done as an internal record. Information recorded regarding a pupil's behaviour will only be shared with other professionals if it relates to significant concerns regarding a pupil's behaviour or if it relates to a safeguarding matter.

5. Rewards and Consequences

Our approach to using rewards and consequences focuses on emotional safety, relationships and understanding behaviour as a form of communication. Although stickers and certificates have their place, we emphasise natural, relational and internal reinforcement as this builds motivation through connection, competence and genuine acknowledgment in the moment.

At Hayes Park we prioritise the use of **rewards** when recognising valued behaviours. These are given *after* a child has demonstrated positive behaviour or effort and are intended to recognise learning, reinforce new skills and strengthen relationships. They celebrate achievement in a way that supports intrinsic motivation and personal growth.

Bribes, on the other hand, are offered *before or during* the desired behaviour in an attempt to control or influence it. They can undermine long-term motivation, increase stress and teach children to act primarily for material gain rather than learning or connection. Our preferred approach is always on teaching skills and fostering emotional regulation rather than simply controlling behaviour with immediate incentives.

Consequences are an important part of the approach but they must be calm, logical and designed to teach skills rather than punish. These consequences should be natural, restorative or protective and delivered in a way that maintains dignity and preserves the relationship.

See the grid below for suggested rewards and consequences that fit with our school culture.

Rewards and Consequences Summary:

<table>
<tr><th>Rewards for Valued Behaviour</th><th>Actions for Inconvenient Detrimental Behaviour</th><th>Consequences for Difficult Detrimental Behaviour (or repeated incidents of inconvenient behaviour)</th></tr>
<tr>
<td rowspan="2">Verbal praise or recognition of valued behaviour ‘catch them getting it right’
Written praise e.g. a positive comment on work, or in planner
Green Slip on Behaviour Watch in recognition of displaying a valued behaviour from our behaviour curriculum
Green slip certificates Bronze= 10, Silver = 25, Gold = 50, Platinum = 100
PREP band / Merit band
Individual sticker, certificate or award
Group sticker, certificate or award
Recognition in assembly (if this is a positive experience for the child), or a recognition with a member of SLT in private if more suitable
A special responsibility or role
A phone call, email or postcard to parent/carer</td>
<td rowspan="2">Verbal reminder of desired valued behaviour
A restorative conversation to help the child understand the impact of their behaviour and allow the opportunity to repair and reset
A consequence relevant to the detrimental behaviour e.g. helping to clear up a mess that the child has made or spending time understanding the impact of a hurtful comment
Record in planner
Group support from learning mentor</td>
<td>Verbal reminder of desired valued behaviour
A restorative conversation to help the child understand the impact of their behaviour and allow the opportunity to repair and reset
A consequence relevant to the detrimental behaviour e.g. helping to clear up a mess that the child has made or spending time understanding the impact of a hurtful comment
A change of adult or environment
Record in planner
A phone call, email or meeting with parent/carer
Playtime/lunchtime reflection
Playtime/lunchtime completion of work (if appropriate/relevant)
1:1 support from Learning Mentor
Referral to Year Team Leader
Implementation of a Therapeutic plan</td>
</tr>
<tr>
<td>Consequences for Dangerous Detrimental Behaviour
All of the above in addition to:
Referral to Senior Leader
Internal Seclusion
Consideration given to suspension
Consideration given to alternative provision
Exclusion (with governor input only)</td>
</tr>
</table>

6. Stages of Intervention

When supporting pupils, we ask staff to follow the stages of intervention detailed below in order to provide a structured and stepped response that prioritises understanding, safety and skill building rather than focusing on punishment. By using stages our staff can respond to children with the least intrusive and most supportive strategy first.

This approach helps prevent situations from escalating, supports emotional regulation and builds and maintains positive relationships. It also allows children to feel safe, understood and connected, which is essential for learning and personal development.

These stages ensure that interventions are proactive and preventative enabling children to develop the skills they need to manage their emotions, regulate their behaviour and engage fully in school life and learning.

Stages of Intervention:	What this looks like:
Stage 1: Proactive *Aim: To reduce the likelihood of dysregulation and teach the skills needed for success*	• Relationship-building *(e.g. greetings at the door, positive noticing)* • Clear, consistent routines • Teach emotional literacy and regulation • Teach, rehearse and reward valued behaviour • Predictable environment & visual supports • Ordinarily Available Provision strategies in place • Identify triggers, strengths and early signs • Co-regulation practice • Safe spaces and calm corners • Sensory adjustments
Stage 2: Early Intervention *Aim: To notice early indicators and respond gently to avoid escalation*	• Using a calm, low-arousal approach and respones • Supportive non-confrontational language *(e.g. I can see this is tricky, I'm here to help)* • Offer choices within boundaries *(e.g. offer two safe spaces)* • Redirection to a regulation tool or strategy • Acknowledge feelings and reduce demands if needed • Offer quiet proximity using non-verbal cues • Provide predictable options *(e.g. Would you like a minute or some help now?)*
Stage 3: Crisis Support *Aim: To keep everyone safe and reduce stress quickly*	• Calm voice and short instructions • Reduce sensory load (lower voice, lights, limit adults) • Allow space and offer reassurance *(e.g. I'm giving you room. You're safe.)* • Direct or guide the child to a calm space if appropriate • Co-*regulation (e.g. attuned breathing, grounding, emotion naming)* • Protective planning if needed *(e.g. Team Teach techniques where trained)*
Stage 4: Recovery *Aim: To rebuild connection and allow time for the nervous system to return to baseline*	• Quiet supervision and presence • Offer water, rest, sensory tools, or a familiar/trusted adult • Encourage the child to rejoin when they are ready • No questioning or lecturing during this stage

Stage 5: Reflect, Repair, Restore *Aim: To learn from the event and repair relationships*	• A short and relational conversation (restorative-style) • Explore: What happened? How were you feeling? What do you need? • Teach missing skills • Identify triggers and write/update support plans • Restore relationships impacted by the behaviour • Agree appropriate consequences and opportunities to put it right
Stage 6: Personalised Planning *Aim: To put in place bespoke, therapeutic strategies for ongoing needs*	• Give consideration to the need for a Therapeutic Plan if concerns persist • Collaborate with the children, parents and relevant professionals to put in place strategies support and safety planning • Review at agreed points and adapt/change as necessary. • A suspension or exclusion should not be considered for a child who is known to have on-going challenges with behaviour without completion of this step *(unless following a one-off dangerous behaviour)*

Suspension and Exclusions

In the rare event that a Head Teacher makes the difficult decision to suspend or permanently exclude a pupil, they must notify parents without delay. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the Head Teacher must now, also, without delay after their decision, notify the social worker and/or Virtual School Head (VSH), as applicable. When Head Teachers suspend or permanently exclude a pupil, they must also notify the Local Authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension.

Exclusions will be carried out in accordance with Local Authority Policy and governors' directive and must only be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of suspension is best used to allow an opportunity for all interested parties to come together and it is important to use such measures as a supportive or protective response.

Prior to the exclusion of a child these steps must be taken:

- Full consultation with parents/carers well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems (including the LA and VSH)
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist or outside agencies
- An opportunity for parents/carers to present their case
- A therapeutic plan must be in place and reviewed

Appendix 1:

Therapeutic Thinking Aligned Classroom Management Strategies

1. **Prioritise a Relationships First Approach**

- Greet every student by name at the door
- Use check-ins to understand mood and readiness to learn
- Build 'emotionally available adult' presence that is warm, predictable and calm

Remember: Relationships reduce anxiety and increase cooperation.

2. **Prioritise Co-Regulation Over Consequences**

When a child escalates adults must:

1. Remain regulated themselves (calm tone, relaxed posture)
2. Offer containment, e.g., "I'm here. You're safe. We can get through this together."
3. Avoid conversations until the child is calm

Remember: Dysregulated students are not logical or clear thinking. They need nervous-system support first and must be regulated for conversation or reflection.

4. **Use and Rehearse Predictable Routines and Clear Expectations**

- Visual timetables in all classrooms
- Visual schedules, first and next boards
- Step-by-step instructions as required
- Consistent signals and routines for transitions

Remember: Predictability and routine reduce stress and detrimental behaviour

5. **View Behaviour as Communication not a Problem**

- Avoidance may signal anxiety
- Challenging outbursts may signal overwhelm

Remember: Focus on unmet needs before consequences

6. **Consider Structure Over Consequences**

- Time-in *e.g. staying near a supportive adult*
- Regulation zones *e.g. Zones of Zones of Regulation, use of calm corners*
- Reset routines *e.g. breathing, sensory tools, movement breaks*

Remember: Students learn self-regulation through supported practice

7. **Collaborative Problem Solving**

Once calm, use reflective conversations. Example prompts are:

- What happened?
- How were you feeling?
- What do you need?
- How can we prevent this next time?

Remember: This type of conversation builds executive functioning and emotional literacy.

8. **Use Language that De-Escalates and Contains**

Example prompts are:
- I can see this is hard.
- You're not in trouble; we just need to figure this out.
- Let's take a moment; I'm staying with you.
- When you're ready, we'll solve it together.

Avoid:
- Calm down
- Stop crying
- If you don't…, then…

Remember: Threats heighten stress, it does not gain compliance.

9. **Reduce Shame Practice**

Use:
- Private conversations
- Reflective logs
- Quiet redirections

Avoid:
- Public shaming systems
- Exclusion for mild behaviours

Remember: Shame creates more challenging behaviour, not less.

10. **Empower Students with Choice and Agency**

- Offer choice between two tasks
- Allocate seating that supports regulation
- Allow access to calming strategies and calm corners

Remember: Control reduces anxiety and increases engagement

11. **Model Emotional Regulation Daily**

Demonstrate:
- Breathing and calming strategies
- Naming emotions
- Repairing mistakes e.*g. I was frustrated, or I'm sorry I raised my voice*

Remember: We learn regulation through co-regulation and observation

12. **Focus on Safety, Not Speed**

Slow things down during conflict:
- We're going to take this slowly.
- You're safe. Let's sort this out steadily.

Remember: Speed escalates; slowness soothes.

13. **Repair and Restore, Not Punish**

- Short, restorative conversations
- Reconnection after incidents with the relevant adult
- Opportunities for students to feel understood

Remember: Therapeutic approaches emphasise relationship repair as central to healing and growth

Hayes Park School: Behaviour Curriculum (Nursery to Year 6)

Year Group:	*Perseverance* *We:* • *keep trying* • *practice difficult things* • *believe in ourselves* • *celebrate small wins*	*Respect* *We:* • *are kind and considerate* • *listen to each other* • *use kind words and manners* • *take care of people and places*	*Excellence* *We:* • *have high expectations* • *try our best* • *follow school routines* • *display leadership*	*Partnership* *We:* • *work together as a team* • *Share ideas and help each other* • *listen and are kind* • *reach goals by cooperating*
Nursery	• Keep on trying *(with help)* when things are difficult by: • Learning though trial and error • Asking for help • Watching someone else and copying • Make independent choices e.g. select from accessible materials and tools • Have awareness of a simple timetable and refer to it with support • Try again with activities that are hard • Say 'I can't do it yet' instead of 'I can't • Keep going until tidy-up time is finished	• Learn and start to use familiar children and adults' names when talking to them e.g. Mrs. Phillips • Use the simple greetings 'hello' and 'goodbye' • Say 'please' and 'thank you' • Show attention to others by making eye contact/looking in their direction during play and conversation • Begin to show effortful control. e.g. resisting the strong impulse to take what they want • Property – play appropriately	• Put on and zip/button up my coat • Pull up and down trousers/pants with increasing independence • Participate in simple routines e.g. *moving to the carpet, going outside to play, getting ready to go home* • Use these routines to begin to predict sequences e.g. getting coat when doors open to play areas • Take part in simple pretend play and role play • Sort items e.g. at tidy up time • Sit for short periods of time at the carpet/table) • Maintain focus for up to 10 minutes by the end of Nursery	• Engage with others using gesture, gaze and talk • Transition from parents to school staff with support where needed • Ask for help using simple words or gestures • Listen to and follow one step instructions from adults e.g. stand up • Show increasing awareness of others and their choices in play
Reception	• Make independent choices from a range of activities • Keep on trying when things are difficult by: • Learning though trial and error • Asking for help • Watching someone else and copying	• Use hello and goodbye confidently and appropriately • Use please and thank you with increasing independence • Take turns to talk/wait in a conversation with support • Raise hand and wait a	Learn basic school routines well including: • Putting on and taking off coat • Hanging coat on peg • Washing hands before lunch • Follow simple toileting routines independently • Sit for short periods of	• Ask for help using words or gestures with short sentences/ phrases • Transition from parents to school staff with increasing independence • Listen to and follow simple two-step

	• Start to plan and think ahead about how they will explore or play with objects • Use simple schedules or timetables to complete tasks • Use self-talk to guide their own thinking e.g. Where does that one go? • Collect my lunch and hold my tray securely	short period of time before responding • Consistently use familiar children and adults' names e.g. Mrs. Smart • Start to use 'Good Morning' and 'Good Afternoon' with familiar adults • Show increased 'effortful control'. • *e.g. resisting the strong impulse to take what they want* • Explain feelings with support e.g. 'I'm sad because….'	time (carpet/table) and maintain focus for up to 15 minutes by the end of reception	instructions from adults • Express a simple point of view e.g. 'I want to…' • Share with a small group, taking turns and waiting for a turn • Recognise simple emotions in myself and others e.g. happy/sad
Year 1	• Perseverance *I think I can I know I can* – learn phrase & actions and use with support • Try again at challenging work with help and scaffolding - *e.g. start to make corrections* - Keep practising when I find something difficult e.g. reading tricky words - Use a knife, fork and spoon with support and reminders	• Respect *Give it to get it*– learn phrase and actions and use with support • Take turns to talk in longer conversations by waiting your turn • Raise your hand and wait to be asked before responding to a question • Hold the door for others • Use 'Good Morning' and 'Good Afternoon' as well as other more formal greetings/ goodbyes • Explain feelings with confidence e.g. 'I'm sad because…' • Use Zones of Regulation to identify a feeling • Apologise when someone is upset or put things right with increasing independence • Walk on the left with reminders and prompts	• Excellence *Good better and better best* learn phrase & actions and use with support • Master basic classroom systems e.g. lining up, transitions, moving around the school on the left • Use the toilet and leave it clean and tidy (with visuals to support) • Start to be aware of the presentation of my work e.g. write date and underline etc.	• Partnership *Holding hands on our learning journey* learn phrase & actions and use with support • Work well with a partner to complete an activity; share equipment fairly; listen to partner's idea • Begin to understand how others feel and how I contribute to that • Be aware of the OPAL play charter and make safe choices with support
Year 2	• Complete longer activity without giving up • Try something new e.g. a new sport, hobby or club • Use a knife, fork and spoon independently	• Show respect for school property • Walk on the left and let others pass • Acknowledge my mistakes and come up with ways to resolve issues • Line up and move around the school in a calm and orderly fashion	• Show increased awareness in the presentation of my work e.g. write date and underline, write aim work on improving handwriting etc.	• Work well in a small group to complete an activity; take turns, share equipment fairly; listen to partner's idea • Understand that we represent our class and that our behaviour reflects more widely • Be aware of the OPAL play charter and show awareness with increasing independence

Year 3	• Re-read and improve work • Persevere and don't give up on more challenging work • Practise a new skill until confident • Use a knife, fork and spoon with confidence	• Accept when others have opinions, beliefs and experiences that differ from our own • Respect others' points of view • Have increased awareness of discriminatory language and be accountable for its use • Hold the door for others and say *'after you'* • Knock on a classroom door, wait and address the class teacher/ adult respectfully '*Sorry to bother you…'*	• Keep books neat and organised • Check work carefully before showing teacher • Take increased pride in my work and presentation • Seek peer support with my learning first then adult support	• Share roles in group work and take turns • Seek peer support then adult support • Take care of shared resources and areas • Represent class/ school in leadership opportunities • Reflect on my choices when I get something wrong and make suggestions of how to repair and reset
Year 4	• Break a big task into smaller steps • Practise new skills over and over until fluent (e.g. times tables) • Use positive self-talk when doing something challenging • Support younger children by modelling good table manners e.g. good use of cutlery and table manners	• Say *'you're welcome'* when someone thanks you for doing something kind/helpful • Recognise that others have opinions, beliefs and experiences that might be different to my own • Respect others' points of view and debate them with support	• Respond positively to feedback and make suggested changes • Finish work to an agreed standard • Understand that we represent the school community and that our behaviour reflects more widely	• Take responsibility in group projects • Encourage quieter peers to share ideas • Help tidy communal areas • Represent the class/ school in leadership opportunities • Accept that others make mistakes too and learn the art of compromise
Year 5	• Persevere through longer tasks by: • editing and redrafting • Prepare for assessments • Come back to something they have left unfinished and re-visit	• Recognise that others have opinions, beliefs and experiences that might be different to my own • Respect others' points of view and debate them with support	• Aim for improved accuracy in maths and spellings • Take pride in neat, joined up handwriting • Take initiative in improving work without prompting	• Lead a group fairly • Support younger peers • Take responsibility for equipment • Set a good example for younger peers when moving around the school, in the playground and in the lunch hall • Manage disagreements and issues with increasing independence
Year 6	• Identify areas of development and try to improve • Stay focused during lessons • Use revision strategies • Model resilience for younger pupils • Sustain engagement in group tasks	• Show respect in difficult conversations (even when upset or angry) • Show increasing levels of responsibility for our own actions and the impact of these actions • Accept the consequences of my actions with increasing maturity • Understand the principles of equity and why different children may need different support	• Set personal learning goals; model excellent presentation; seek feedback to improve further • Take pride in good levels of personal hygiene and presentation	• Mentor younger peers • Display leadership in whole-school events • Respectfully disagree with others in debate • Remind younger children of the expectations moving around the school, in the playground and the lunch hall. • Support others to resolve issues and disagreements