



Be Kind

What does it mean?

- Is an action word, something you show or do
- Helping people
- Show you care
- Thinking about others
- Going out of your way to look after/be kind

What would you see and hear from adults?

- Support colleagues
- Be a role model for kindness
- Encouragement - make them feel you matter
- Communication at all levels and departments
- Listen to children's needs
- Show interests in their likes and dislikes
- Ask their opinion and how they feel - make time to listen to their views
- Make children feel able to approach in a safe environment
- Adults look after their own wellbeing
- EVERY CHILD MATTERS

What would you see and hear from children?

- Care for classmates (plus all those around them)
- Children know how to make up with friends
- Helping a friend who drops their pencil
- Involving someone in a game who is lonely at lunchtime
- Using kind words when talking to others



Be Respectful

What does it mean?

- Respect is a perspective and attitude that you have when working with others.
- The recognition that everyone is important and special.
- Consideration for the feelings, rights and wishes of others.
- A feeling of admiration for others because of their good qualities, actions or achievements
- Treating others how you want to be treated
- Respect other's views, values, opinions, beliefs, differences, space and needs
- Accept we are not all the same, think the same or value the same
- Listen and not judge and be accepting
- Agree to disagree

What would you see and hear from adults?

- Modelling respectful behaviour to children and each other
- Use manners including making eye contact and praising respectful behaviour
- Listen to and respect other's opinions
- Being attentive when talking to someone
- Consider other's feelings
- Resolve difference in a respectful manner
- Speaking to each other in a kind, even tone of voice
- Restorative conversations to support children

What would you see and hear from children?

- Use restorative strategies and managing conflict
- Children's understanding of own rights
- Children understanding their thoughts and feelings are important
- Listen to each other and taking turns and speak kindly
- Agree to disagree
- Follow the rules and treat others the way you want
- Learning about feelings
- Being different and valuing difference
- EVERYONE MATTERS



Be Inclusive

What does it mean?

- Giving everyone a chance to shine and embracing everyone's uniqueness
- Adopt / find strategies for all to be included so nobody gets left out
- Using strengths as advantage / contribution
- Understanding, recognising, accepting that we are all different, unique, strengths, weaknesses
- Everyone has a chance / opportunity to try and have a go

What would you see and hear from adults?

- Working as a team and being kind
- Being patient, calm, positive, body language, facial expression
- Work to each other's' strengths and ensure all parts of school are accessible
- Adopt / find strategies for all to be included so nobody gets left out
- Modelling strategies, making mistakes - putting it right
- Being supportive - to help overcome difficulties
- Continually learning and celebrating achievements and cultures
- Being consistent in approach, respectful to people's opinions and beliefs
- Communication - singing from the same hymn sheet, explaining challenges and problems
- Listening actively to each other - giving children opportunities including pre teach
- Willingness to try new things
- Differentiate for all children and being aware of language
- Consider and adapt environment including Makaton training
- Know their names - identity - No one ever feeling excluded
- Work well with outside agencies
- EAL books, celebrating differences including cultural and physical

What would you see and hear from children?

- Offering all children to be involved in activities / games / play - give opportunities
- Explaining own and other children's strengths and problems - feel valued
- Language reflect empathy and positive ethos
- Empathetic behaviours e.g. patience, tolerance, resilience
- Behaviour reflects understanding, empathy of others - adults and children
- Accepting and supporting differences, strengths and difficulties
- Positive facial expression, body language, use of voice



Be Safe

What does it mean?

- Free from harm - Emotional, physical, neglect, sexual
- Feel secure, warm and valued
- Being able to speak out to adults and children - trust
- Safe environment - voice
- OK to make mistakes
- Non-judgemental, non-prejudice
- Needs met and valued
- Keeping children safe from danger - fire drill, technology, road safety, stranger danger

What would you see and hear from adults?

- Actively listen
- Nurture
- Good attendance procedures
- Welcome - meet and greet in mornings
- Discussing own feelings
- Following Safeguarding and child protection policies and whistle blowing
- Praise + encourage + support
- Curriculum choices - circle time, safe places
- Restorative practices
- Positive relationships - understanding needs and language used
- Teaching risk and how to reduce them - physical, bullying, online
- Teaching life skills and how to be safe (support, choices and decisions)
- Clear explanations and explaining why
- Communication with parents and adults Relationships with children
- Role model to other staff and children
- Precise passing on information - disclosing information
- First aid, confidentiality
- Effective use of CPOMS
- Engaging in safeguarding training
- Seeking support when needed - own welfare
- Effective transition

What would you see and hear from children?

- Communicating concerns and confident to ask questions
- Relationships with adults
- Coming to school - attendance
- Trying hard and challenging themselves
- Understanding boundaries
- Following realistic expectations and rules
- Self-regulating
- Perseverance and being themselves
- Knowing adults are there
- Supporting and caring peers
- Considered, safe language



Be Your Best

What does it mean?

- Be the nicest, kindest and most focused version of you
- Have a go and not be afraid
- Own your learning and your actions
- Show resilience
- A can do attitude - thinking positive, positive mind set
- Not competing against each other but with yourself
- Challenge yourself and achieve

What would you see and hear from adults?

- Challenge things that oppose values and what's right
- Ask for help when needed
- Be open minded to new or different ways of doing things
- Try and show resilience
- Learn from mistakes
- Be a reflective practitioner
- Find a way to help children go further
- Specific positive labelling of success
- Be prepared

What would you see and hear from children?

- Persevere and have a go
- Create outcome that they are proud of - strive to achieve challenges
- Having aspiration - knowing what you are good at
- Be reflective learners - learn from mistakes (mistakes can be a good thing)
- Develop independence and know your next steps
- 'I can't do this yet!'
- Show good learning behaviours
- Do the best they can when they can
- Ask for help and accept it if needed
- Show kindness, compassion and effort
- Learn resilience as a life skill - try, try, try, try again!
- Encourage your friends - be someone's cheerleader