



Children will



TRUTH

- Tell the truth
- Speak kindly to others
- Ask for the opinions of others and listen carefully to these
- Answer questions honestly when working with an adult
- Take care of other people's belongings and the wider classroom



KINDNESS

- Act kindly
- Speak kindly
- Approach all interactions with kindness
- Celebrate random acts of kindness from their peers
- Consider the feelings of others, supported by Zones of Regulation.



RESPECT

- Treat everyone in school the same
- Listen to adults and children when they are talking and not talk over them
- Wait their turn and say please and thank you
- Accept differences in belief and opinions



THANKFULNESS

- Be ready to learn at all times
- Approach each day with positivity and see it as an opportunity to learn and grow together



FORGIVENESS

- Talk through problems to find solutions
- Use the Zones of Regulation and personal toolkit to manage emotions and resolve problems
- Ask for help and support from adults

Adults will



TRUTH

- Be truthful
- Remain open-minded and base all conversations in trust
- Allow children's voices to be heard
- Model truthfulness in actions and conversations across school
- Praise children who speak openly and honestly



KINDNESS

- Have kindness at the heart of all interactions with staff and children
- Speak kindly
- Model and reward acts of kindness
- Use the Zones of Regulation to draw attention to how others may be feeling



RESPECT

- Treat everyone in school the same
- Act with integrity and choose what's right over what's easy
- Listen without judgement or prejudice
- Celebrate and encourage difference and diversity



THANKFULNESS

- Thank children for their work and effort
- Thank colleagues for their support and help
- Approach each day with positivity and see it as an opportunity to learn and grow together
- Use praise regularly



FORGIVENESS

- Support resolutions
- Model forgiveness
- Acknowledge when their behaviour has fallen short and apologise to colleagues and children