



# Rr



## Children will...

### determined / drive

- Set goals and plan ways to achieve them
- Enjoy meeting challenges for their own sake and not for external rewards or praise

### self-controlled

- Consider their choices and, with support where needed, make positive choices for themselves and those around them
- Make use of a range of well-being strategies to help when situations cause worry

### persistent

- Persist with an activity even when challenges occur
- Remember to be a 'have a go hero'

### courageous

- Recognise the value of challenge
- Bounce back after difficulties

### diligent

- Give 100% effort to everything they do
- Recognise the value of the effort they put in, rather than focusing on the end result every time

### perseverance

- Maintain focus and high levels of energy for a period of time
- Remember to never give up, and that we learn through the mistakes we make

## Adults can ...

Model making mistakes and show humility

Challenge children to try new things by providing them with alternatives to their norms

Help children to identify their own shortcomings and empower them to develop ways to overcome them

Model approaching all challenges with zest and enthusiasm

Consistently hold children accountable for task completion

Celebrate small achievements within a wider goal

Model reflecting on the process and not just the outcome

Consciously use questions as opposed to answers when children present you with challenges

Celebrate the process, not just the outcome e.g. good news shared, assemblies, peer feedback

Explicitly model 'I don't know ....?' and 'How could I find out ...?' and share strategies with the children

Promote a culture that rewards success beyond attainment so that children see and understand that the process of learning comes first



# Ee



Children will...	Adults can ...
<b>just / fair</b>	Celebrate success and provide feedback focused on observed interactions e.g. I like how pupil A and pupil B ...
<ul style="list-style-type: none"> <li>Be able to view a situation from the perspective of others</li> <li>Demonstrate loyalty to themselves and others</li> <li>Consistently demonstrate an understanding of what is right</li> </ul>	Promote the use of empathy by openly acknowledging the feelings and perspectives of others in specific situations
<b>compassionate / forgiveness</b>	Celebrate children who act as an advocate for views and beliefs that may differ from their own
<ul style="list-style-type: none"> <li>be aware and understand the feelings and emotions of others</li> <li>listen when someone else is apologising and understanding the importance of forgiveness and a fresh start</li> </ul>	Support peer to peer mediation through scaffolds and modelling
<b>kind</b>	Encourage children to actively look for examples of kindness in others
<ul style="list-style-type: none"> <li>Show consideration for others</li> <li>Look for ways to promote peace</li> <li>Find ways to help those around them - friends, other children in the class, school adults and home adults</li> </ul>	Challenge children to consider alternative ideas, perspectives and motivations through carefully selected subject matter
<b>courteous</b>	Encourage children to respect one another through peer mediation
<ul style="list-style-type: none"> <li>Be polite at all times</li> <li>Demonstrate and use good manners</li> <li>Respond to someone who says 'hello' or 'good morning' with an appropriate response</li> </ul>	Share meaningful stories and personal anecdotes that highlight times when your own and others' integrity was challenged
<b>Unselfishness / sharing</b>	
<ul style="list-style-type: none"> <li>Put the needs and wants of others before their own</li> <li>Negotiate with others to reach a compromise</li> <li>Remember that we can achieve far more together than as individuals</li> <li>Take turns</li> </ul>	



# Ss



## Children will...

### self-confident

- Know that they have a secure place in school, in their homes and in the world
- Know that they deserve to be happy, have love and success

### self-disciplined

- Set ambitious and achievable goals
- Show a desire and commitment to meet their goals
- Stay focused on the task in hand
- Be committed to completing a task within an appropriate amount of time

### honest

- Own up to mistakes
- Speak the truth, even when it is difficult

### adaptability

- Respond appropriately to changes in their routines
- Apply skills and strategies to a range of situations

## Adults can ...

Consistently hold children accountable for task completion

Celebrate small achievements within a wider goal

Empower children to celebrate their own accomplishments

Plan opportunities for children to identify their next strengths and next steps

Celebrate children who act as an advocate for views and beliefs that may differ from their own

Provide opportunities for children to reflect on the challenges they faced

Challenge children to consider alternative ideas, perspectives and motivations through carefully selected subject matter

Share meaningful stories and personal anecdotes that highlight times when your own and others' integrity was challenged

Acknowledge and praise children for their honesty

Promote a culture that rewards success beyond attainment so that children see and understand that the process of learning comes first

Support children to recognise their own strengths and achievements

Coach children so that they can be independent in identifying their own next steps

Plan opportunities for children to lead their own learning by making decisions e.g. What is the best way to ...?

Set and maintain expectations that hold children accountable for their task management, belongings and environment



# Pp



## Children will...

### gratitude

- Be aware of and care for others, their environment and the world around them

### motivated

- Set high expectations for themselves
- Meet challenges for their own sake and take pride in their accomplishments

### positive attitude

- Approach all aspects of school life with positivity
- Know that a smile can help others to feel positive
- Be positive, even when faced with tricky challenges

### inspires

- Be an excellent role model for peers by always trying their best with everything they do
- Share their successes and achievements with others

### will power

- Be determined to complete a task, even when it is challenging
- Maintain focus on what they are doing, avoiding distractions

## Adults can ...

Model approaching all challenges with zest and enthusiasm

Consistently hold children accountable for task completion

Celebrate small achievements within a wider goal

Empower children to celebrate their own accomplishments

Celebrate success and provide feedback focused on observed interactions e.g. I like how pupil A and pupil B

...

Promote the use of empathy by openly acknowledging the feelings and perspectives of others in specific situations

Encourage children to actively look for examples of kindness in others

Support children to recognise their own strengths and achievements

Promote a culture that rewards success beyond attainment so that children see and understand that the process of learning comes first



# Ee



## Children will...

### creative

- Consider different ways to approach a challenge
- Think about possible solutions to a problem and try to solve it themselves

### curious

- Explore different perspectives and ideas
- Feel confident to say 'I don't know' and see solutions
- Seek solutions using a range of sources

### inquires

- Feel confident to ask questions
- Ask purposeful questions (How, What, When, Where, Why)

### pride

- Explain and demonstrate what is important to them
- Recognise and celebrate their own achievements confidently

### critical thinking

- Making connections
- Determine the importance and relevance of ideas
- Answer or solve problems in a systematic way

## Adults can ...

Consistently hold children accountable for task completion

Celebrate small achievements within a wider goal

Empower children to celebrate their own accomplishments

Model reflecting on the process and not just the outcome

Plan opportunities for children to identify their next strengths and next steps

Encourage children to identify risks and plan accordingly

Consciously use questions as opposed to answers when children present you with challenges

Celebrate success and provide feedback focused on observed interactions e.g. I like how pupil A and pupil B ...

Provide children with stimuli that promote interest, wonder and curiosity

Ensure the curriculum provides opportunities for children to experience aspirational environments, careers and interactions e.g. trips, visits from professionals, community outreach

Design open-ended investigations that encourage multiple outcomes

Promote a culture that rewards success beyond attainment so that children see and understand that the process of learning comes first

Recognise and reinforce the ideas, opinions and feelings of others





Cc



Children will...	Adults can ...
<b>listens</b>	Model reflecting on the process and not just the outcome
<ul style="list-style-type: none"> <li>Listen to others and respond appropriately</li> <li>Consistently value the ideas, opinions and feelings of others</li> </ul>	Consciously use questions as opposed to answers when children present you with challenges
<b>influences</b>	Model active listening skills by demonstrating appropriate body language, eye contact, and responding to what the speaker is saying
<ul style="list-style-type: none"> <li>Is able to explain their reasons behind their opinions so that others can consider their viewpoint</li> </ul>	Promote the use of empathy by openly acknowledging the feelings and perspectives of others in specific situations
<b>feedback</b>	Regularly encourage children to explore a range of viewpoints e.g. through debate, discussion, research etc
<ul style="list-style-type: none"> <li>Speak confidently when sharing their ideas, opinions and feelings with others</li> <li>Give others clear feedback that helps them to reflect or improve</li> </ul>	Celebrate children who act as an advocate for views and beliefs that may differ from their own
<b>reflective / evaluative</b>	Support peer to peer mediation through scaffolds and modelling
<ul style="list-style-type: none"> <li>Review how well their approach worked</li> <li>Identify next steps and appropriate strategies to achieve them</li> <li>Think ahead and plan for possible outcomes</li> </ul>	Provide opportunities for children to reflect on the challenges they faced
<b>presence</b>	Plan opportunities for children to lead their own learning by making decisions e.g. What is the best way to ...?
<ul style="list-style-type: none"> <li>Be an active part of the class</li> <li>Contribute to talk partner, group and whole class discussions</li> </ul>	Celebrate the creative process by sharing your thinking and identifying possible ways forward
	Give feedback and help children to review their own decisions, process and learning e.g. What went well? Even better if ...



# Tt



Children will...	Adults can ...
<b>co-operates /collaborates</b> <ul style="list-style-type: none"> <li>Be receptive to the ideas and preferences of others</li> <li>Work together to achieve a common goal</li> </ul>	<p>Encourage team activities where roles are interchangeable and where children need to be led and lead others</p> <p>Plan opportunities for children to identify their next strengths and next steps</p>
<b>responsible</b> <ul style="list-style-type: none"> <li>Keep promises even when it takes extra effort (unless the promise would compromise theirs or someone else's safety)</li> <li>Take care of themselves, others and the world around them</li> </ul>	<p>Encourage children to identify risks and plan accordingly</p> <p>Consciously use questions as opposed to answers when children present you with challenges</p> <p>Explicitly highlight and create opportunities where children can cooperate to achieve an outcome</p>
<b>cares</b> <ul style="list-style-type: none"> <li>Look after their belongings and their environment</li> <li>Take care of other people's feelings by not using words (face to face or online) that might hurt them</li> </ul>	<p>Celebrate success and provide feedback focused on observed interactions e.g. I like how pupil A and pupil B ...</p> <p>Coach children so that they can be independent in identifying their own next steps</p>
<b>decision makes</b> <ul style="list-style-type: none"> <li>Identify when a decision needs to be made</li> <li>Evaluate and reflect on possible options</li> </ul>	<p>Explicitly model the use of values-based vocabulary e.g. It is responsible to .... Responsibility is .... I am responsible because ...</p>
<b>helpful</b> <ul style="list-style-type: none"> <li>Help others around them</li> <li>Notice when someone may need some support</li> </ul>	<p>Build negotiation skills by modelling how to evaluate options and how to make compromises</p>
<b>unity</b> <ul style="list-style-type: none"> <li>Be part of their team, class, the Fordley Family</li> <li>Be proud of collective successes</li> </ul>	<p>Plan opportunities for children to lead their own learning by making decisions e.g. What is the best way to ...?</p>