



Policy Document

Halling Primary School

Behaviour For Learning

March 2026

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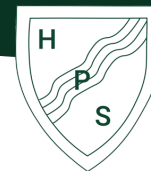


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Buddy Classes:25

“Schools that believe ‘children should get what they deserve’ respond to poor behaviour differently to schools that believe children should get what they need.”

- Paul Dix – When the Adults Change, Everything Changes (2017)

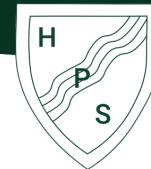
Aims:

Our Behaviour for Learning Policy aims to promote safe, kind, and respectful behaviour in school. We believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. At Halling Primary School, we encourage and develop a caring, supportive environment where every child matters and where all staff are fair and consistent with children, considering their individual needs. Strong relationships between staff and pupils are vital.

We endeavour to create a community that:

- Enables learning for all.
- Ensures respect, empathy for others and acceptance of differences.
- Encourages independence, resilience, cooperation and collaborative working to give children a feeling of belonging.
- Ensures children have self-discipline and take responsibility for their actions.
- Ensures all children and all adults feel safe, secure, valued and cared for.





To facilitate and achieve this we:

- Show that we care for all children by ensuring all staff are approachable, kind and there to help.
- Treat all children with courtesy and respect.
- Recognise a child's fears and help them to understand that their fears and difficulties are not unique.
- Appreciate how well children cope with their personal problems.
- Have a positive, restorative behaviour management approach that builds children's social skills.
- Deal with each incident afresh and not jump to conclusions.
- Listen to and take children's views into account.
- Create a positive, calm, and purposeful learning environment.
- Provide a well supervised, stimulating 'zoned' playground environment with suitable equipment for play.
- Provide a curriculum that is relevant, challenging, inspiring and that develops children's self-awareness.
- Ensure that teaching and modelling of personal, social, and emotional development is a core element of all lessons and activities and the whole curriculum.
- Promote children's independence, resilience, and personal responsibility with an awareness of their role within the community.
- Ensure all staff have an understanding and acceptance of the needs of all children and that variance is sometimes necessary to meet any specific social, emotional, learning, 2 or other need which requires a personalised approach, guidance of which can be discussed with a member of the Senior Leadership Team (SLT).





- Have a shared understanding of the restorative approach and apply this consistently.
- Effectively communicate with children and parents/carers our high expectations for learning and behaviours: building good home-school partnerships.
- Work in partnership with external agencies, where necessary.

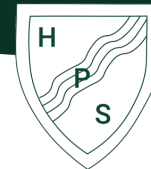
Positive Learning Behaviours:

All staff encourage a positive approach to behaviour for learning throughout the school and in their classrooms. Our Golden Rules and Core Values, displayed throughout the building, reflect this positive approach and are a constant point of reference for expected standards of behaviour.

We aim to have the highest possible consensus about standards of behaviour among staff, children, parents, and carers. All our children understand Halling's Golden Rules and the reasons for them.



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Golden Rules:

We believe that good behaviour originates from mutual respect. Our approach is to praise children for modelling appropriate behaviour and reward them with encouragement.

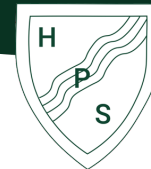
We have six 'Golden Rules' that staff and children have agreed, and upon which form a code of behaviour. They are phrased as positive statements:



Our Golden Rules are displayed in all areas around the school, for example, the dining hall, the hall, additional workspaces, the playground and classrooms. Children are reminded that rules are necessary to ensure that everyone is safe, happy, and able to learn. Children are regularly taught about their value and importance, for example, in assembly, Jigsaw PSHE 3 4 lessons and at play and lunchtimes. Children learn that rules are embedded within our British values system as: respect for the rule of law and respect for the wider community.



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Our Golden Rules work in conjunction with Halling's Core Values:

Our Core Values

At Halling Primary School we stand for:



Learning for Life

"Never stop learning; for when we stop learning, we stop growing".

We always try our best.

We take pride in our work.

We take responsibility for our own learning.

We develop a thirst for learning.



Compassion

At Halling Primary School, we are kind, caring and considerate.

We listen to one another.

We care about everyone in the community's feelings.

We are helpful and kind.



Integrity

We always tell the truth, we are responsible and make the right choices.

We are honest and take responsibility for our words and actions.

We follow the school rules so that we are all safe.

We might the right choices.



Thankfulness

We are grateful for what we have and the opportunities given to us.

We show good manners to all members of our community.

We have a positive attitude to our learning.

We celebrate our own and each other's successes.



Respect

We treat everyone the way we would like to be treated and take pride in our school.

We show respect to others through our words and actions.

We respect our property, the property of the school and the property of others.

We respect the rules of the school and the laws of the country.



Resilience

We try our very best, learn from our mistakes and never give up.

We persevere when tasks are challenging.

We are independent problem-solvers.

We are aspirational.



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Promoting Positive Learning Behaviours at Halling:

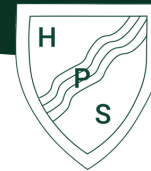
We expect all children to:	We will promote positive learning behaviours by:
<ul style="list-style-type: none">• Play cooperatively, take turns and share.• Build positive relationships with adults and their peers.• Listen to and follow instructions given by adults.• Learn to recognise and take responsibility for their own feelings and behaviour.• Actively engage in their learning by listening, questioning, responding and thinking.• Respect and respond positively to both written and verbal feedback.• Respond to suggestions about how to improve and develop.• Develop resilient attitudes towards their learning.• Work with other children cooperatively and respect different opinions.	<ul style="list-style-type: none">• Providing well-organised classrooms with appropriate resources and materials.• Planning a curriculum that is tailored to the needs of all children.• Teaching and modelling routines and expectations e.g., tidying up, story time, sharing toys.• Providing prompts and reminders – visual and verbal – gradually reducing these.• Modelling and teaching throughout the whole curriculum the required learning behaviours in whole class teaching and group sessions.• Using stories and songs to support teaching and modelling of expectations, in particular with our youngest children.





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| <ul style="list-style-type: none">• Always communicate with other children and adults in a respectful way. | <ul style="list-style-type: none">• Recognising, praising and rewarding positive learning behaviours.• Using PSHE/Jigsaw themes to explore behaviour for learning.• Modelling and teaching children positive ways to deal with differences of opinion or conflict.• Encouraging children to be polite and assertive in responding to other children.• Equipping children with the skills to self-regulate their emotions.• Regularly reviewing provision, resources and activities to ensure children are supported to achieve expectations. |
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Rewards and Sanctions:

The behaviour management approach at Halling is centred around the Golden Rules with a clear system of rewards and sanctions.

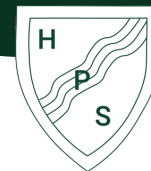
Rewards:

Rewards are used to promote and reinforce our Golden Rules. Rewards are agreed and used consistently by all staff members. Every child should receive regular praise and encouragement and should experience success and recognition for following the Golden Rules. Through rewards given, other people (including peers and parents/carers) share in each child's success.

Rewards will include:

- Constant positive reinforcement and recognition through verbal praise, class marbles/jars, and Dojo points.
- Contact between the teacher, parent/carers, for example, contact books, telephone calls or a conversation at the end of the day.
- Core Values of the Week Award (Individual Certificate and Badge – Friday)
- Headteacher's Award (Individual Certificate – Friday)
- In-class Star of the Week Award linked to Dojo points (Individual Certificate and Prize – Friday)
- Weekly Kindness to Others Award (Individual Badge – Monday)
- Positive Recognition Board Reward for a 'full' marble jar (Class Reward – on class marble jar being filled with marbles)





Behaviour that Limits or Disrupts Learning:

The following list, although not exhaustive, gives examples of behaviours that limit or disrupt learning both for the individual and for others:

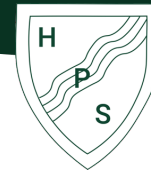
- Not focusing on tasks.
- Taking too long to begin tasks.
- Inappropriately calling out.
- Interfering with or disrupting other children's learning.
- Bringing playground discussion/issues into the classroom.

We recognise that:

- There are always reasons behind why a child is unable to learn effectively and display behaviour that is stopping learning.
- Behaviours that stop learning for an individual also stop the learning for other children.
- All children need to make the best learning progress, and these behaviours are not acceptable.
- The needs of children are all different.
- At times, additional support may be required from other agencies.

Sanctions used to respond to behaviours that are stopping learning:

We understand that occasionally children will behave inappropriately. When children display unsafe behaviour, we use restorative approaches and Halling's Behaviour Ladder to support them in managing their behaviour in a positive way. Additionally, we use Halling's Reflective Toolkit to promote and support positive behaviour for learning.



Reflective Tool Kit:

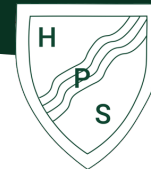
At Halling Primary School, we recognise that most children can self-regulate their behaviour and behave well every day without needing a reminder about how to behave safely. However, we recognise that there are some occasions when children need support to regulate their emotions to behave safely. We want to help and encourage all children to understand and manage their behaviour more safely.

The Reflective Toolkit is a debrief tool which supports not only restorative practice by educating children in lifelong coping and repair strategies but is also used to support children when they are feeling anxious or worried.

Behaviour, as we know, is a form of communication. Through this toolkit we are educating children in using positive strategies to communicate their emotions. When a child escalates to 'crisis point' or becomes in a heightened state staff can help children to de-escalate by offering them opportunities to 'opt out'. Opting out is to choose a calming activity which then enables them to pause, take some time to calm down and then talk about how they are feeling. If the child is unable to do this and their behaviour becomes unsafe or unkind the expectation is that the child will then engage in a 'repair' later in the day. A repair is part our restorative approach, it allows children to reflect upon the size of their reaction in relation to the problem and to consider how it made them, and others feel. A repair is something the child choses to do to themselves after they have made an unsafe choice. This could be picking up items that have been thrown, writing a sorry note to a peer or fixing something that they have broken.

The Reflective Toolkit can also be used to support children when they are feeling anxious. It encourages children to reflect upon the size of their problem, how it made/make them feel and to consider what coping strategies could be used to make them feel better. It is a resilience tool which encourages reframing of negative thoughts to more positive ones.

All staff receive regular training on the Reflective Toolkit led by the school's Pastoral Lead & Senior Mental Health Lead. All children are introduced to the Reflective Toolkit, its resources and receive regular sessions about this, for example, through assemblies and class sessions.



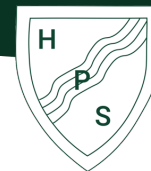
We will promote positive learning behaviour in conjunction with our Restorative Approach and Reflective Toolkit, for example:

- Recognise and reward positive learning behaviours – Positive Recognition Board, Dojos and marbles,
- Provide a change of activity or sensory break, if required,
- Recognise and validate a child’s actions and feelings and ensure the child recognises the behaviour that is stopping learning and takes responsibility for their actions.

Restorative Approach:

Our restorative approach promotes good relationships, so that people can work together with the common purpose of helping everyone learn. The approach is 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 within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
REINTEGRATION	working through a structured, supportive process that aims to solve the problem



Halling's restorative approach encourages everyone to take responsibility for their behaviours. All staff apply this approach to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low-level issues, for example, friendship breakups, disputes over games, running in school and not responding to reasonable adult requests.

TRADITIONAL		RESTORATIVE
What's happened?		What's happened?
Who's to blame?	<i>becomes</i>	Who's been harmed and in what way?
How should we punish them?	<i>becomes</i>	What needs to happen in order to put things right and ensure that this never happens again?

Process of Restorative Approach:

When using restorative questioning, the following format and questions will always be asked in a quiet and appropriate area of the learning space:

Format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of each other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents/carers if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's Safeguarding and Child Protection Policy.
- If young people do not meet expectations or are still/become angry, stop mediation!



Level:		Arbor Log:	Examples of Behaviour:
Level 1: <i>Reminder/Warning</i>	1. Clear eye contact/facial expression from adult. 2. Private positive reminder of expectations (i.e. "I am expecting you to <Golden Rules>.")	N/A	Low level behaviours that disrupt learning for themselves and others, such as eye rolling, wandering and chatting in class.
Level 2: <i>Pink for Think</i>	1. Name moved onto 'Pink for Think' cloud. 2. 2 minute consequence at break/lunchtime with a sand timer and restorative conversation with Class Teacher/Teaching Assistant (i.e. "How will you change your behaviour to follow the Golden Rules?" Teacher may ask "How can I help you make the right choices?")	Reminded of expectations (Level 1 – Negative)	<p>Repetition of low level behaviours – as above.</p> <p>Refusal to co-operate or act in accordance with the instructions of any member of staff.</p> <p>Swearing.</p> <p>Hitting, kicking, pinching or spitting at another child, member of staff or school property.</p> <p>Verbal abuse, racial abuse or aggression to a member staff or another child.</p> <p>Physical assault perpetrated against a member of staff or a child.</p> <p>Vandalism towards or misuse of school property.</p> <p>Acting in an unsafe manner that is considered prejudicial to the Health and Safety of the individual or the wider school community.</p>
Level 3: <i>Walked to Year Group Partner Class</i>	1. Walked by adult to Year Group Partner Class 2. Work taken to work in partner class for 5 minutes, using a sand timer. Invited into class and sit and complete work. Collected by an adult. 3. 5 minute consequence at break/lunchtime with a sand timer and restorative conversation with Class Teacher. 4. Parents informed privately by Class Teacher: telephone class or face-to-face conversation in classroom.	Not Ready to Learn (Level 2 – Negative)	
Level 4: <i>Walked to Buddy Class</i>	1. Walked by an adult to Buddy Class 2. Work taken to work in partner class for 10 minutes, using a sand timer. Invited into class and sit and complete work. Collected by an adult. 3. 10 minute consequence at break/lunchtime with a sand timer and restorative conversation with Class Teacher. 4. Parents informed privately by Class Teacher: telephone class or face-to-face conversation in classroom.	Failed to Follow Instructions (Level 3 – Negative)	
Level 5: <i>Senior Leader (SLT) Intervention</i>	1. SLT informed who collect the child who works with SLT for the reminder of the session. 2. Restorative conversation with SLT plus apology/appropriate repair to Class Teacher. 3. Parents informed privately by Class Teacher: telephone call or face-to-face conversation in classroom.	Persistent Disruptive Behaviour (Level 4 – Negative) Logged by Class Teacher	
	4. Should behaviour continue, SLT collects the child who then has an internal exclusion with SLT. This could be the next day. 5. Parents informed privately by Class Teacher: telephone call or face-to-face in classroom. 6. A meeting is set up with the Class Teacher, parent, pupil and SLT member.	Removal from Lesson (Level 5 – Negative) Logged by Class Teacher An internal exclusion is also created on Arbor. Logged by SLT.	



Questions – EYFS/KS1:

- What's happened?
- Who has been harmed/upset and in what way?
- What needs to happen now to put things right and ensure this doesn't happen again?

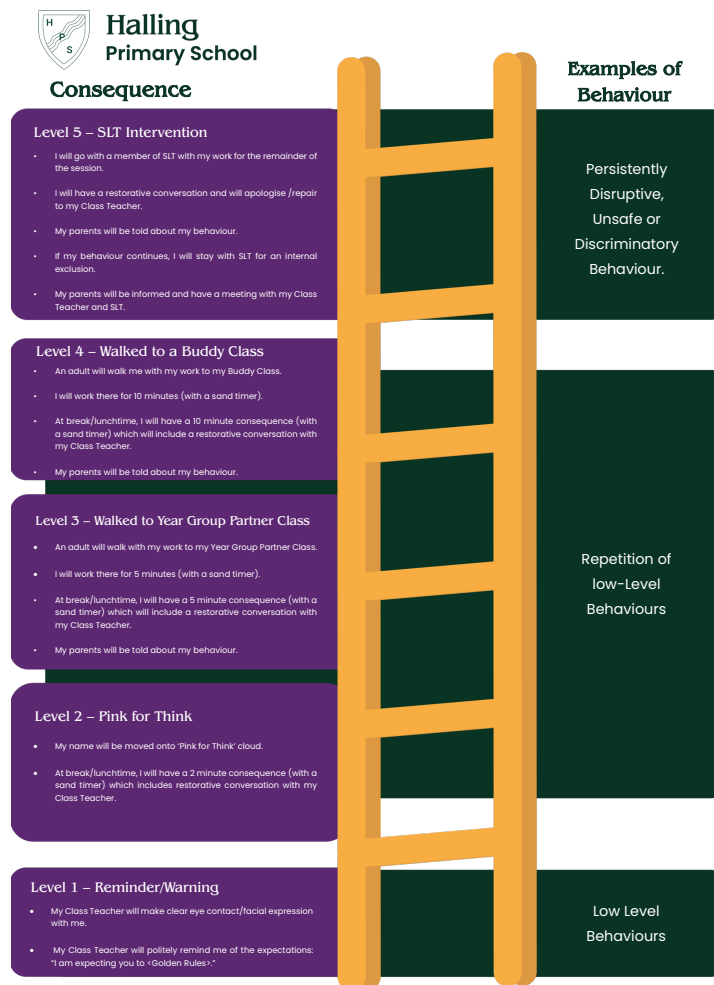
Questions – KS2:

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area, for example, missing PE or computing. Feedback to parents/carers will be given when a child has been harmed. The parent/carer of the harmer will also be informed of the incident. It should always be made clear to the parent/carer that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.



Halling's Behaviour Ladder:



We help support children to make the right choices, first time, through a series of consequences – Halling's Behaviour Ladder.

All staff consistently use the following sentence stems to make explicit the expectations of children who are beginning to show behaviour that does not follow Halling's Golden Rules, Core Values and Conversations:

Sentence Stems for Restorative Conversations:

- "I am expecting you to... (not talk when I am talking, etc.)"
- "It was the rule about... (we keep safe) that you did not follow."
- "This behaviour is stopping learning."
- "What do you need to behave safely?"



If behaviour is repeated again:

- “I can see you are still finding it hard to... not to... I am not going to give up on you, how can I help?”

If a pupil reaches Stage 5 of Halling’s Behaviour Ladder, SLT will be called upon to support the next steps which may include:

Internal Exclusion:

An Internal Exclusion – work completed with the Headteacher or Assistant Headteacher(s) – is only used when all other stages and strategies have been used, or if the behaviour constitutes Stage 5 of Halling’s Behaviour Ladder. If this happens, parents/carers will be made aware as soon as possible.

Fixed Term Suspension and Permanent Exclusion:

Fixed term suspension or permanent exclusion is only used when all other stages and strategies have been exhausted.

Fixed term suspensions demonstrate that tolerant, supportive communities have red lines; where all else has been tried, careful consideration is given as to the possible impact of a short or fixed term suspension from school. In the case of a permanent exclusion, or a managed move, the school will have exhausted all other options and can no longer manage the extremity of behaviour, meet the child’s needs, or guarantee the safe learning environment in the school for other children and staff.

The Headteacher, with reference to Local Authority guidelines, may decide to implement a fixed term suspension from school. Any fixed term suspensions are logged with the Local Authority. During the fixed term suspension, it is the parent/carer’s responsibility to ensure that learning tasks set are completed and that the child is not out in public during school hours. Failure to do so could result in parents/carers being fined.

Repeated fixed term suspensions may lead to a managed move to another school or to a permanent exclusion.



Continuing incidents of unacceptable behaviour, or any one serious incident, may result in an internal exclusion or a fixed term external suspension, following discussion with the parents/carers. An external suspension becomes part of the child's school record. Permanent exclusion is the last option for continuing unacceptable behaviour: it can be imposed following a major serious incident.

Staff at Halling do everything in their power to avoid the suspension and exclusion of children. We will work closely with appropriate agencies and parents/carers to meet the needs of any individual at risk of suspension or permanent exclusion.

Dependent on individual circumstances, it may be necessary to:

- Create an Individual Behaviour Plan with the child and parents/carers which will be shared with all staff and regularly reviewed.
- Provide consequences that are personalised to individual children and focus on supporting the child's needs.
- Use support from other agencies.

Recording Unacceptable Behaviour Incidents on Arbor

Poor behaviour can describe many things. It can describe behaviour that is distracting to oneself, to others, or to the teacher. It can range from actions that insult, to ones that endanger safety. It includes any behaviour that detracts from the academic and social success of the school community, along with behaviour that diminishes the dignity of others. Most behaviour that is unacceptable i.e. that breaks the Golden Rules and challenges the normal order and efficient running of Halling School, is dealt with through the hierarchy of stages above. This hierarchy is always adhered to by all staff; it is important that the guidelines within the Behaviour for Learning Policy are upheld and supported consistently by all members of staff and, are made clear to children and parents/carers.

Behaviour incidents on Arbor are analysed at the end of each term (6 times a year) by the Senior Leadership Team to identify any patterns of behaviour



that require further investigation. This will also be used to monitor impact of the Behaviour for Learning Policy.

Racist, sexist or homophobic abuse or comments or bullying, including child-on-child abuse, are completely unacceptable. Any such incidents will be logged on Arbor and handled on an individual basis with the support of outside agencies, as required. Parents/carers will be informed.



Behaviour around school

(including playtime and lunchtime, the dining hall and wet playtime):

Play time and lunch time periods are a communal responsibility and, at lunch time, not just the responsibility of the lunch time staff.

We expect all children to share high expectations for Halling, modelled by adults

By:

- Walking quietly and sensibly around the school.
- Adhering to our uniform requirements.
- Adhering to the procedure for the start and end of playtime and lunchtime.
- Being responsible for belongings and ensuring they are prepared for learning.
- Respecting the school community and environment by keeping it tidy.
- Showing respect to other pupils and adults by responding appropriately.
- Contributing to the supportive ethos of our school.
- Taking lead roles in supporting younger pupils.
- Not physically or verbally hurting others.

If a child is not following the Golden Rules at playtime or lunchtime

(including in the dining hall or classroom, if wet play)

- A reminder will be given.
- If the behaviour continues, the child will have five minutes 'time out' to think about their behaviour choices.



- At the end of the five minutes and, once an adult has spoken with the child following the stages above, they will be allowed to continue their lunch/play through making the right choices.
- **Should the behaviour continue, the Class Teacher will be informed and will speak with the child separately.**
- Should the behaviour continue after the Class Teacher has spoken to the child, the parents/carers will be informed, by the Class Teacher.
- If the behaviour persists, the Headteacher or Assistant Headteacher(s) will speak with the child. A personalised consequence, relevant and proportional to the child's action will be given, for example, this could result in the child missing the following play time or lunch time. It may be necessary to provide structured play times (or part of play times) to support children who are not meeting our expectations and need support to do so.

Children with SEND:

It is recognised that some children will have social, emotional or mental health needs that impact on behaviour and these needs will be managed through a personalised plan, taking account of the need to consider making reasonable adjustments. Frequently reviewed risk assessments will also be in place for some children. However, it is clear that all children, regardless of individual circumstances, need the firm, clear boundaries that form part of our whole school behaviour policy. In the application of our Behaviour for Learning Policy, we give due consideration to the SEND Code of Practice and the Equalities Act. This could involve external agencies.

Extended Hours Provision:

The Behaviour for Learning Policy applies to extended hours provision – Breakfast Club and After School Club. Children attending will be part of the club's Positive Recognition Board, sign a commitment form and will continue to attend only if their conduct is consistent with the school's high expectations for behaviour. Should this not be the case, parents/carers will be informed by SLT.



School Clubs and Sporting Events:

Children whose behaviour is not consistent with the school's expectations (Golden Rules) will be shared with the PE Lead and a decision will be made as to whether they are allowed to attend school clubs or sporting events. Children will be told when this is a prerequisite to attending. Parent/carers will be informed by the staff member leading the club, supported by the PE Lead.

Off-Site Visits:

Every effort is made to include all children, regardless of individual needs, on school trips that support the curriculum. Risk assessments for the trip include all reasonable adjustments to meet the needs of such individuals. Where reasonable adjustments cannot significantly reduce risk, the school, will work with parents/carers to find reasonable solutions. However, where reasonable adjustments cannot significantly reduce risk, the school, in consultation with parents/carers, may decide that the child cannot attend, and the child will work within another classroom on the day of the visit.

Searching and Confiscating:

In the event of a child bringing, or being suspected of bringing, any prohibited items into school, the Headteacher and authorised staff have the statutory power to search for and confiscate any such items. These are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco or cigarette papers; fireworks; pornographic images; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including the child).

The Headteacher and authorised staff may also search for any other items banned by the school rules i.e. cigarette lighters; matches; mobile phones; any other electronic devices. (Searching, Screening and Confiscation DFE February 2014).

Positive Handling of Children:





De-escalation is always our first step in responding to extreme behaviour. Staff at Halling have regular de-escalation training. The use of reasonable force is rare and only used in exceptional circumstances and as a last resort. However, all schools have a legal power to use reasonable force. This should be done only by trained teachers, unless there is immediate physical danger to staff, children or themselves. This will be done by a dynamic risk assessment. Reasonable force is used either to control or restrain. Control means either passive physical contact, such as blocking a child's path, or active physical contact such as guiding a child out of the classroom. Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example if two children were fighting and would not separate without physical intervention.

A child will only be handled as a **last resort**, where their personal safety or that of other children is at risk.

Please see: Use of Reasonable Force in School Policy

Conflict Resolution:

As an important part of the PSHE programme, we teach children about how to resolve minor conflicts in a non-violent manner. Children learn to take ownership of their feelings – through the Reflective Toolkit – and are given strategies for dealing with them. They also learn to recognise a range of feelings and emotions in other people and to understand how these can affect actions.

Parent/Carer Partnership with Behaviour:

We work together with parents/carers to create an environment which enables children to benefit from the education we provide. When parents/carers bring their children to Halling Primary School, we expect them to reinforce acceptable behaviour and the Golden Rules, as our rules are there to encourage the children to work hard, respect others and their environment.

This policy relates to the following policies:





- Anti-Bullying Policy
- Special Educational Needs & Disabilities (SEND) Policy
- Single Equality Scheme
- Suspensions and Permanent Exclusions Policy
- Child Protection and Safeguarding Policy
- Use of Reasonable Force in School Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy

Buddy Classes:

(YR) Ducklings	(Y2) Ladybirds
(YR) Owlets	(Y2) Leopards
(Y1) Bears	(Y4) Wombats
(Y1) Penguins	(Y5) Orangatans
(Y3) Pelicans	(Y5) Gharials
(Y3) Flamingos	(Y6) Alpacas
(Y4) Geckos	(Y6) Kookaburras