



Behaviour Practice Intent Statement

'The more we look underneath a child's behaviour to understand it, the more compassion we will have,' inspired by Dr Dan Siegel

Behaviour Practice document

The FHC Curriculum- Our Vision for Learning

The 'Why?'

The majority of our children begin their learning journey at a disadvantage to their national peer group. Their wider world experiences are fewer and their experience of confident, effective and skilled role models is often lesser than their peers nationally. Our children found opinion forming difficult. They either changed their opinions with the prevailing wind or defended them in over emotional ways. There was no embedded sense of respect or identity. Role models for effective communication in the community were few and this impacted on 'how' we resolved conflict with our peers.

The Restorative practice testing phase:

- We adopted Thrive as a main vehicle for our work with children, we wanted our children to flourish and be supported with their emotional and social development. We knew that by supporting and developing children with this they feel happy and secure, are able to enjoy friendships and positive relationships, relate well to others and be ready and able to learn.
- Teaching personal, social & emotional development is at the centre of every school day, with 3 daily crew sessions. These sessions are split into 3 categories: development of social understanding, development of sense of self and community & development of reflective skills.
- In addition children in years 1-6 have 2 x Peer coaching sessions per week. These sessions enable every child to be 'seen' and 'Heard' in the week, vertical communities are formed across school, a trusted adult outside of the normal classroom environment is developed for every child and there is a chance to learn discrete coaching skills
- Zones of regulation give us a foundation for thinking and talking about how we feel. It supports our children in self-regulation and emotional control









The FHC behaviour practice:

A love of learning is instilled in our pupils from a very early age. Field head Carr Primary School is committed to celebrating positive achievements, particularly in relation to self-esteem, positive behaviour and attitudes to learning.

Our behaviour practice is underpinned by our PSHE curriculum which teaches our children strategies to develop their emotional and social well-being and develop positive relationships with those around them. We want our children to learn to recognise and regulate their feelings, helping them think before choosing certain types of behaviour. Our aim is to ensure our children are respectful to themselves, each other and the community around them. We want our children to reach their full potential, developing their resilience and leading a safe and responsible lifestyle.

Our behaviour practice is adopted by the whole school community to ensure our children are able to learn from positive role models around them. We know that children learn best when they are happy and settled. We ensure that all members of the Field head Carr community follow our school 'blueprint' which uses restorative language and positive mantras, highlights praise as a tool for motivation and ensures communication is calm and supportive. We want our children to be motivated to take responsibility for their actions, celebrating the positives and restoratively dealing with mistakes when they happen.

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<p align="center">The 'How?' At FHC our curriculum allows every child to 'Love to Learn'. The behaviour ethos is built on 6 Fieldhead Factors and 4 strands of study. In order to be 'Positive Purple' and a role model for others, children will demonstrate all the following factors:</p>	
<p>Core Values:</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="background-color: #4a4a8a; color: white; padding: 5px; width: 15%;"> <p><i>Respectful</i></p> <p><small>We are proud to show respect for ourselves, our school and our community</small></p> </div> <div style="background-color: #4a4a8a; color: white; padding: 5px; width: 15%;"> <p><i>Resourceful</i></p> <p><small>We are curious, independent learners</small></p> </div> <div style="background-color: #4a4a8a; color: white; padding: 5px; width: 15%;"> <p><i>Co-operative</i></p> <p><small>We are successful together as a team</small></p> </div> <div style="background-color: #2e75b6; color: white; padding: 5px; width: 15%;"> <p><i>Persevering</i></p> <p><small>We will always try, try and try again</small></p> </div> <div style="background-color: #00a0c9; color: white; padding: 5px; width: 15%;"> <p><i>Reflective</i></p> <p><small>We reflect upon our experiences and learn from them</small></p> </div> <div style="background-color: #00a0c9; color: white; padding: 5px; width: 15%;"> <p><i>Responsible</i></p> <p><small>We take ownership of our own choices</small></p> </div> </div>	
<p>Our Strands of Study:</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div> <p>Understanding the world we live in</p>  </div> <div> <p>Linked to my life</p>  </div> <div> <p>Practical Skills</p>  </div> <div> <p>Knowledge</p>  </div> </div>	
Behaviour practise implementation	
Purpose of Study	
<p>Understanding the world we live in</p> 	<p>The wider world experiences our children have are fewer than their national peer group. This impacts on their awareness of how effective communities are built and how their behaviours impact on those around them. Our practice is designed to teach our children the skills to contribute to the world around them in a positive and respectful way. We foster powerful and positive relationships between all members of our school community, we use these relationships to give our children key experiences at each different stage of their development, helping them to feel good about themselves and know that they matter, In turn improving their self-esteem and confidence and improving their capacity to be creative and curious.</p>
<p>Linked to my life</p> 	<p>Our practice enables our children to take ownership for their actions. This is done through daily crew sessions, where children are expected to find links between their PSHE knowledge from across our curriculum to situations in their own lives. We then encourage and scaffold children in using these skills both in and out of school. In addition we have a weekly whole school crew assembly where we develop a community conversation about how we exist in each other's company. In each session children have the chance to: celebrate someone, apologise for something or make a stand about something. These sessions build children's confidence in voicing their ideas and owning their emotions. It also gradually build's up their confidence in public speaking.</p>
<p>Practical Skills</p> 	<p>Practice is taught through either speaking or listening based activities or play and creative activities. We ensure our children are taught to recognise individual feelings and how to regulate them. Our PSHE curriculum gives all children the chance to develop key skills in respecting others, active listening, public speaking with confidence, empathy, ability to critical evaluate what they hear, knowledge of the diversity of the world they live and the ability to compare and contrast.</p>
<p>Knowledge</p> 	<p>Our behaviour practice clearly sets out the principles for positive behaviour for all children from EYFS to Year 6. Through this our children will understand their place in the community and the wider world. They will equipped to understand and navigate a rapidly changing world through the knowledge and opportunities provided. Developing their communication skills, managing peer pressure, risk management, resilience and decision making, preparing them for opportunities, responsibilities and experiences of later life.</p>

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The 'What?'	
Our behaviour blueprints	Our behaviour blueprint is a model for our core values. It constantly reinforces positive behaviour everywhere in school. It is based on a restorative approach, linking in with our PSHE curriculum and Thrive philosophy. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. This creates a transparent, whole school vision where everyone strives to work together.
Programs that support our behaviour principles	
Behaviour Practice Impact	
A FHC Learner....	
<ul style="list-style-type: none"> ➤ Can speak confidently in small or whole class groups ➤ Is active in their encouragement of each other ➤ Are honest about their actions and 'own their behaviours' ➤ Understands their power in making a change ➤ Is dynamic in 'getting themselves help' ➤ Can talk about self-regulation and will actively use a 'toolkit' of techniques 	