

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

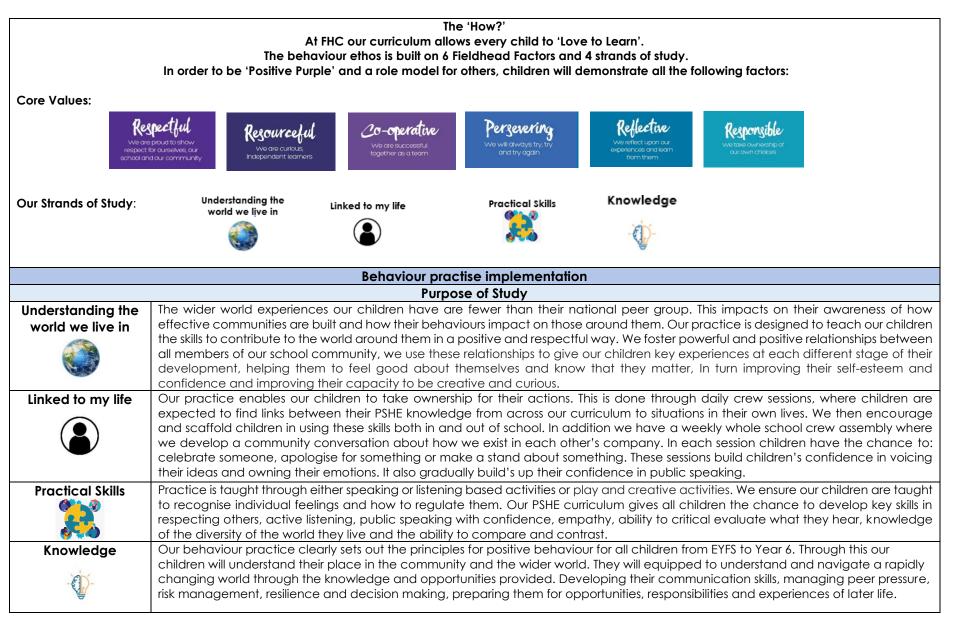
| Behaviour Practice document<br>The FHC Curriculum- Our Vision for Learning  |  |  |
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| The majority of our children begin their learning journey at a disadvantage to their national peer group. Their wider world experiences are fewer and the experience 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 model |  |  |
| 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 a 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 i 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   |  |  |

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.

## Behaviour Practice Intent Statement







|   | The 'What?'   |
|---|---|
| Our behaviour<br>blueprints   | Our behaviour blueprint is a model for our core values. It constantly reinforces positive behaviour everywhere in school. It is based o<br>a restorative approach, linking in with our PSHE curriculum and Thrive philosophy. Children are provided with consistent positiv<br>encouragement and recognition when they demonstrate positive behaviour. This creates a transparent, whole school vision wher<br>everyone strives to work together. |
|   | Programs that support our behaviour principles  |
| Restorative<br>Practices  | thrive.   |
|   | Behaviour Practice Impact   |
|   | A FHC Learner   |
| <ul> <li>Is active</li> <li>Are hone</li> <li>Understa</li> <li>Is dynam</li> </ul> | ak confidently in small or whole class groups<br>in their encouragement of each other<br>ist about their actions and 'own their behaviours'<br>nds their power in making a change<br>ic in 'getting themselves help'<br>about self-regulation and will actively use a 'toolkit' of techniques   |