

'Love to Learn'

Resourceful

We are curious, independent learners

Respectful

We are proud to show respect for ourselves, our school and our community

Co-operative

We are successful together as a team

Persevering

We will always try, try and try again

Reflective

We reflect upon our experiences and learn from them

Responsible

We take ownership of our own choices

Our Behaviour commitment

1. This blueprint is followed consistently by ALL members of the FHC community
2. Positive and personal 'meet and greet' and 'welcome' at the start of everyday
3. Active part of crew and peer coaching sessions
4. Recognition is key Looking for children who are getting it right.
5. Praise in public Challenge in private
6. Consistent use of scripts Tone is everything!
7. Uniform- high expectations for uniform and jewellery

Routines

Moving around school

1. Lining up order - set by class teacher (count)
2. Staff to scaffold & model good line
3. Child at front of line hold door
4. Staff to stop at strategic points to praise or realign
5. Movement is quiet
6. Staff to actively supervise class lines in assemblies

Playtime & Lunchtime

1. One whistle stop, second return equipment and walk to line/circle
2. Dedicated space for ball games and timetable for each class
3. Red & yellow card system within ball games
4. Children to only be in the building if supervised by adult
5. Staff on duty to initiate play with groups of children
6. Friendship bench is used by children looking for someone to play with
7. Y4MB or LKS2 toilets

Relationships & Respect

1. Use a calm & positive tone
2. Call people by their known name
3. Feet and hands to yourself
4. Show me 5 hand (ask a questions) used to gain attention
5. Demonstrating the FHC Factors
6. Celebrating positives in each other through regular praise

Rewards

Whole School

- Fieldhead Factor Rewards
 - Dojos (see guide)
- Friday Celebration Assembly and breakfast treat (2 children each week)
 - Whole school crew
 - Special mention
- Positive purple incentive- raffle tickets.
 - Attendance owl
 - Double up praise.
 - SLT resilience award
 - Staff kindness cup

Class based - compulsory

- Class charter established Sept, reviewed Jan & April.
- Class reward systems (bespoke to class)
- Calm Zone, class worry boxes/ worry monsters.
 - Friday positive purple text
 - Visual timetables
 - Rehearse routines

Class based-non compulsory

- Texts home/star of the day
 - Kindness Jars
 - Postcards

Stepped sanctions	Self-regulation strategies	Micro scripts & mantras	Restorative questions
<ul style="list-style-type: none"> -Check in -Reminder -Cool down -Time out -Time out + 	<ul style="list-style-type: none"> -Feelings thermometer (communicate and track feelings throughout the day) -Calm area within each classroom with a selection of resources -Safe spaces (low level conversation and time) -Sensory circuits (personalised) -'Tool Kit' of personalised strategies 	<p>Thank you for.... Well done.... for.... I really like the way.... I can see.... Is using the Fieldhead Factor for.... Thank you.</p>	<p>What happened? Who has been affected? What were you thinking/feeling at the time? Would/could you have done differently? What do you think needs to happen to make things right?</p>