

Berry St Education Model at Felixstow Primary School

Statements of Practice

At Felixstow Primary School we believe all students can and want to succeed. We work together to create a culture of learning and support in a calm and caring environment so our students can come to school feeling safe and ready to learn.

Research indicates that all students benefit from a trauma informed approach. FPS is committed to being trauma informed and implements the following strategies in every class to support positive education and wellbeing for students and staff.

Unconditional Positive Regard is the basic acceptance and support of a person regardless of what the person says or does. Educators demonstrate non-possessive caring and acceptance at all times.

Four steps to help teachers stay in a relational space with a defiant or struggling child:

- Separate the student from the behaviour
- Maintain a vision of the child's wholeness
- Remember possible effects of ruptured pathways of child development
- Call them out, with love and care in your voice

Adopting Unconditional Positive Regard creates positive classroom environments, supports our students to build and maintain trusting relationships, and also improves educator wellbeing.



Nurture Circle time provides a consistent, predictable routine that is about building connection and belonging

Circle routines create predictability for the day. Participating in nurture circle each morning promotes positive connections between students and peers, as well as students and staff. This routine helps to create a sense of safety and belonging that can support student engagement, build wellbeing and create positive classroom communities. Students experience positive emotions that prime them for open, flexible and engaged thinking.

Our Nurture Circle routine is based on the principles of the BSEM circle time practices.

(Appendix 2)



Predictable learning routines provide a structured, calm learning environment for students to support a 'ready to learn' focus. Educators explicitly teach consistent and structured routines that are practiced daily.

Routines include:

- Start and end of day routines
- Entry, exit and transition routines
- Nurture circles
- De-escalation strategies – eg brain breaks, ready to learn scales and mindfulness

(Appendix 3)



De-escalation Strategies enable teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement.

De-escalation strategies are explicitly taught, coached, modelled and practiced. These strategies support students to be ready for learning and to move to different levels on the ready to learn scales.

Strategies support students to recognise their own and others fight/flight/freeze responses.

Strategies can include:

- Fidget tools
- Breathing strategies
- Mindfulness
- Ready to Learn plans

(Appendix 4, 5, 6)



Our Felixstow Primary School Values guide all that we say and do:



respect



responsibility



compassion