

# SHEFFORD LOWER SCHOOL

## F.L.O.U.R.I.S.H Policy



Written by	Adopted by staff	Ratified by Governors	Revision Due
Mr. D. Wakefield, Senior Teacher for Curriculum	January 2023 in Draft		January 2024

### At Shefford We.... F.L.O.U.R.I.S.H.

At Shefford Lower School we use an approach we call **FLOURISH**. We look after each other and we ensure our children thrive holistically as well as academically.

#### “It’s what we do!”

We are nurturing the next generation with a range of life skills, and transferable knowledge to draw upon in a future which cannot be determined.

We support our learners to become independent, focused, resilient adults who can take on challenges. We aim to make connections in learning to help children become self-directed, critical thinkers. Shefford learners will leave our school with good friendships and relationships as well as a deeper knowledge.

All of these qualities are important at Shefford Lower School to enable our children to **FLOURISH**.

**F**-riendly  
**L**-earning  
**O**-pen  
**U**-nderstanding  
**R**-elational  
**I**-ndependent  
**S**-afe  
**H**-appy

A number of factors within the curriculum enable our pupils to flourish and we hold these aspects dear in our school.

#### 1. The Arts

- a. The curriculum for the Arts (Music, Design, Art, Technology, Drama) is linked within the ‘Shefford Connected Curriculum’ to other subjects and a broad range of activities, scheduled learning tasks and clubs support children to engage in the Arts in a meaningful way.

#### 2. Values Education

- a. The language of values is embedded in our practice, and the children are actively engaged with the fundamentals of our own Shefford School Values as well as the British Values. Children know and appreciate their values, and can articulate how their values improve their relationships, their learning and their interactions in our school community. We apply our British Values throughout our interactions and participations. Celebrating our values each and every week demonstrates how our pupils flourish in our shared environment, and how they help each other to flourish and grow too.

#### 3. Life Learning

- a. Our Life Learning curriculum focuses on three core areas: 'health and wellbeing', 'relationships' and 'living in the wider world'. Our school dedicates cross curricular time, and discreet curriculum time to Life Learning as well as themed

days and calendar events. The 'Preparation for Adulthood' scheme supplements our curriculum further, ensuring children have enriching experiences for thriving economically as well as socially into the future. Forest school gives the children time to learn about the environment, take risks, have fun and build team skills with creativity. This connects with the work of our eco-council and school parliament too.

- b. As a community school, which is highly inclusive, we cherish this aspect of learning and know that the skills are lifelong learning skills; assessing SMSC (Social, Moral, Spiritual, Cultural), we appreciate how children grow and learn through the hidden curriculum too, and refer to this when talking to families and reporting. We dedicate assembly time to celebrating success and support children to have a voice through our democratically elected Pupil Parliament. Our pupils also have an elected leadership team for their house groups to encourage and support each other as individuals, and for their house teams. They try their best as we foster their life skills and develop children. Our motto is Believe~Achieve~Succeed, and this relates to everything we do, and how we expect our children to thrive in our care.

#### **4. Wellbeing, Character, Resilience (WCR)**

- a. A specific focus on supporting our children's wellbeing, has been pivotal to our school, and also for our staff. We take care of each other, and we support each other. We only truly flourish within a healthy environment. This means that we nurture the school community proactively to support the elements of care that foster mentally healthy children and adults, that develop positive character traits and ensures we have resilient pupils and adults who can independently flourish. Senior staff drive the priorities that encourage our healthy environment, such as our 'Voice' team (formerly the Therapeutic Team) who give voice to every member of the staff team. Our support for behaviour in school is relationship focused, and we use detailed sharing and individualised support to inform our decision making and transitions.

#### **5. Community**

- a. We are to incorporate our Shefford community into our learning and aim to drive a sense of 'commUNITY' in all we do. In addition to our incredibly strong local community (Council, Oak Manor, Woods, and local business), we have a diverse global awareness at Shefford. Our pupils study their locality and meet with residents both elderly and young. We study French as a language, but have a strong focus of where we fit in the wider 'global' community, through Geography and History, as well as through our families and connections with schools and locations worldwide, such as pen pals and our shared work and communication with our special partner school in Sri Lanka.

#### **6. Religious Education (RE)**

- a. This vital component provides our children with a wider understanding of the world they inhabit now and will travel through in their life journeys. Our learners are taught to be curious and tolerant of all that they encounter, and to be respectful.

#### **7. Vulnerable Learners**

- a. Our school team are dedicated to equitable practices which enable all of our children to flourish. Some of our pupils are more vulnerable than others, and are less advantaged by being so. Our teams within school ensure that these pupils and families are provided for proactively, and we have staff dedicated to family support, nurture, medical needs, disabilities special needs, financial need and diverse pupil groups. We are a signing support school and have an ethos of open-door inclusion in all classes.

#### **8. Healthy Lifestyles**

- a. More than PE, our children are active throughout the day. We ensure a range of activities and motor breaks to support the understanding that health is for everyone. Physical activity is inclusive as Shefford Lower, whether it be in the forest, at play or through planned activities and outdoor learning opportunities. We also encourage competitive sports to reach the limits of our pursuits, encourage ambassadors and sport leadership. Forest school and outdoor learning means that children take risks and develop team skills as well as encounter further outdoor learning and fun.
- b. Our healthy lunches and social learning for Finer Diners is reinforced through Science and Food Technology and our children are able to articulate the healthy nutrition that their growing bodies need.

## 9. Learning

- a. Our staff are learners too. Every teacher is developing their practice and understanding through growth plans and areas of research. Children experience high quality learning sessions within a connected curriculum and leave our school with excellent outcomes. This is because we focus on learning behaviours and growth mindsets for everyone.

## 10. Ethical Leadership Framework

- a. The framework is embedded within all practice at Shefford Lower School. The framework is used from recruitment, through induction and beyond into whole school practice ensuring we maintain the integrity of our school ethos in line with the principles within it.
- b. This provides a lens for leaders at every level to explore scenarios and examine decisions and processes, so that we truly put our children at the front and enable them to *FLOURISH*. The framework provides a language of characteristics and virtues that guide adults to provide the excellence we strive for at Shefford Lower School. Governors, senior leaders, teachers and staff teams support each other through the lens of the framework, and this is indicative of all that we strive for at Shefford Lower School.

## 11. FLOURISH Time

- a. FLOURISH time is a daily time at the end of the day which gives children and adults time to share and articulate how they FLOURISH as shared experience.
- b. This will happen across all classes at the end of the day before home time giving the children the chance to reflect and check in together or individually if needed.
- c. This begins as a teacher led practice but eventually grows to involve pupil leadership over time.
- d. This time at the end of the day helps the children leave thinking positively about something they have achieved and able to articulate or understand how they have flourished.