

Why have we implemented CREW?

Over the last ten years in schools, we have seen a seismic shift in children's readiness to learn, ability to communicate effectively and understanding of other people's perspectives. Children's experiences at home are changing and increasingly, many children are being exposed to increasing digital content as a result of a shift in culture and values. Not only do children spend more time on screens but so too do their key caregivers who find themselves increasingly distracted and less available to their children. The impact of this is children who are mentally unhealthy, socially isolated, and deeply unhappy (J Haidt).

CREW came about as a result of a piece of work I started during my 'Senior Mental Health Lead' training. Initially, I carried out some research around wellbeing in schools which led to exploring more about 'culture' and its capacity to be a demonstration of our vision/values through our actions, decisions, and communications.

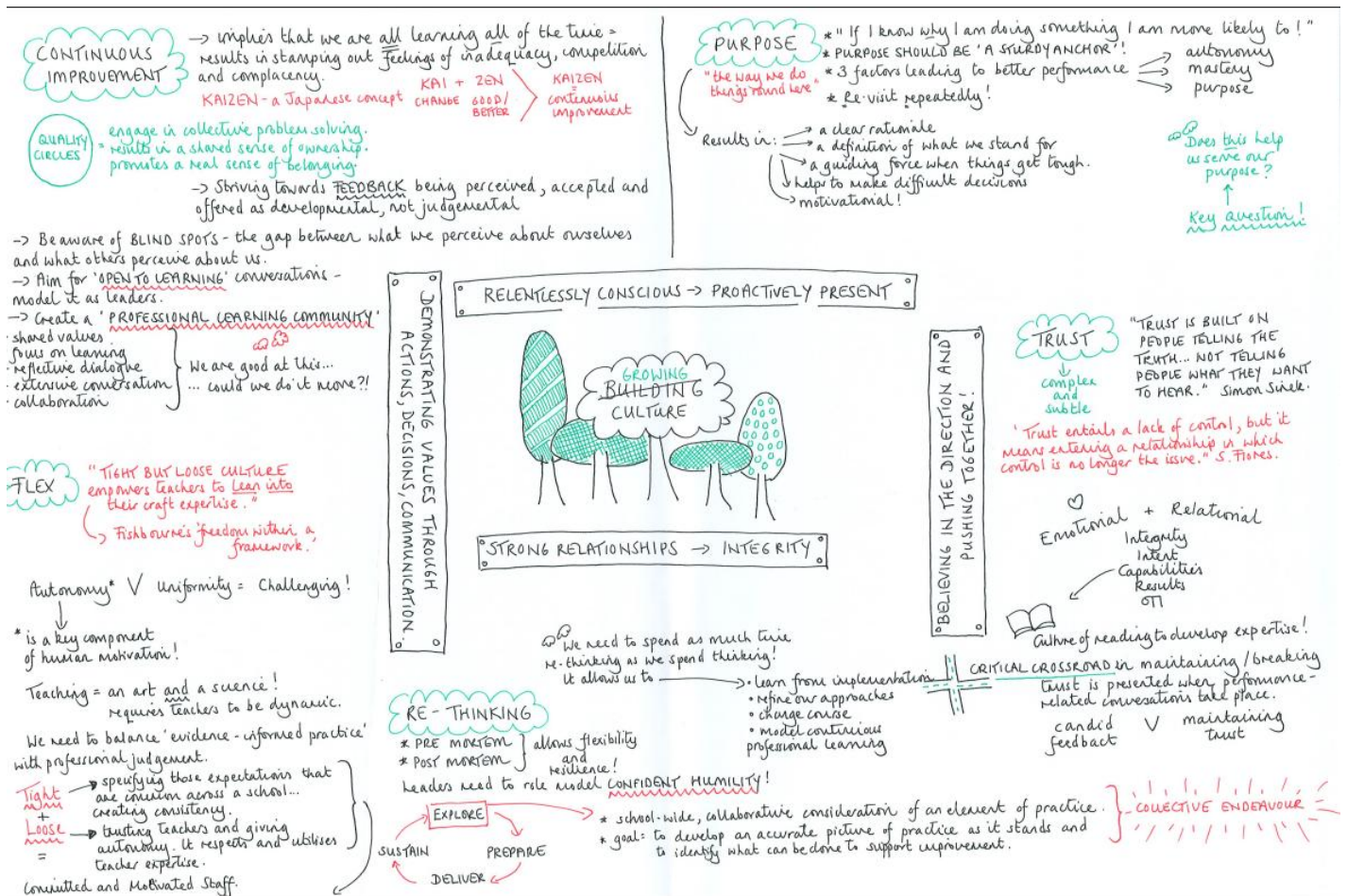
I spent a year reading widely around the concept of culture in schools and disappearing down rabbit holes, visiting schools and reading books! During this time I worked closely with our Wellbeing Governor and my leadership coach who supported regular reflection and identification of next steps.

During this time I visited the XP Trust in Doncaster, an academy whose work has been inspired by the educator Ron Berger who heads up the Expeditionary Learning Trust in California. They have adopted CREW and use it as a powerful programme to support secondary students' development of character and wellbeing. As a result of this visit, I then contacted White House Primary School in Milton Keynes who have adopted the approach for primary aged children. The team at White House have supported us as we prepared to implement CREW.

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Great school culture is not an accident. It happens when we recognize that we all depend on each other, and then work together to create supportive, caring conditions for everyone —students, teachers, support staff, guests, everyone!

—DAVID GEURIN, Principal



What is CREW?

CREW deliberately sets out to develop character attributes in both young people and staff. CREW teaches children and staff the habits of becoming ethical people and effective learners so that they can make meaningful contributions to a better world. CREW is a vehicle for character development and collaboration where positive relationships are intentional, assuring success for all our school family. It's a structure that fosters a sense of belonging and a place where we can be our best selves while lifting others to achieve more. Every single member of the school community benefit from this program.

Crew is a spirit, a way of being. It's a safe place where we become one, yet grow as individuals. To be "Crew" means to help each other, to be accountable for your own actions and take responsibility for everyone's wellbeing around you. Crew means everybody pulling together, thinking together and supporting each other to do things bigger and better than we thought possible. Crew is a place where character development, collaboration and positive relationships are intentional, assuring success for all our school family. It's a structure that fosters a sense of belonging and a place where we can be our best selves while lifting others to achieve more than we think possible. Crew enables us to nurture effective learners, ethical people and contribute to making the world a better place to be. Our culture of Crew begins with adults who live out the school's vision and values, creating structures that intentionally sustain these attributes.

CREW sessions take place daily, at the beginning of the school day, when CREW leaders meet their CREWS which are made up of between 10 and 15 children. CREW leaders are both teachers and support staff. They have their CREW for a full academic year. The school is commits this significant amount of curriculum time to CREW because we believe it has huge potential to result in our children becoming ethical people and effective learners.

***The power of the circle:**
A circle allows all Crew members to be equally vulnerable, joyfully connected, and supportive of one another. In a circle everyone can see each other, there is no start and no end, and any sense of hierarchy is diminished.

CREW Meeting Structure 2025

'If we get CREW right, we get everything right...'

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5 minutes	10 minutes			15 minutes CREW curriculum
Circle up* & Check in Begin each Crew session by inviting the children to respond to a stimulus so that each voice around the circle is heard and valued.	Appreciations Children could recognise and share enjoyment of someone that has gone above and beyond and made their world a better place.	Apologies Children could reflect on their actions and the negative impact they might have had, choosing to say sorry.	Stands Children could take a firm position on an issue or express an opinion. These should be behaviour and solution focused.	M: Connecting T: Mirrors W: Windows Th: Devotions F: Celebrations
Monday CONNECTING	Tuesday MIRRORS	Wednesday DEVOTIONS	Thursday WINDOWS	Friday CELEBRATIONS
*An opportunity to re-connect with each other before the week ahead.	*An opportunity to reflect on themselves and their lives, appreciating what makes them unique.	*An opportunity to form foundational thoughts about God and their place in the world.	*An opportunity to see the world from another perspective and consider how learning more about others enables them to make the world a better place to be.	*An opportunity to acknowledge those children who go above and beyond, whose outlook makes the world a better place to be.

What impact have we seen already, six months in?

Already we are seeing a profound impact on all who are involved; most significantly on our vulnerable children: our disadvantaged, SEND and those children who have emotional barriers to learning:

*One of our Pupil Premium children said that for her, Crew is like a 'mental breakfast'.

*Other children have said 'Crew helps me see the world through someone else's lens' and 'It's a space where I feel I can be myself.'

*Attendance of our vulnerable children has improved with many children talking about a desire to be in school on time to be part of their CREW.

*Parents value CREW, with a parent of a child facing emotional barriers to attending school saying: ' CREW is providing a great start to the day and allowing children to share thoughts and ideas in a safe space... it reflects how caring the school is.'

* Parents are interested in engaging in parent CREW sessions. They are appreciative of the school making time in the day to hear children's voices and encourage them to connect.

*Staff cite that CREW is resulting in the strengthening of relationships, ongoing assessments of children's wellbeing and needs, provides essential opportunities to connect.

*Staff value their own staff CREW which takes place weekly; many cite that this has helped them to build relationships with colleagues.

*External reviewers observed CREW and said that the sessions gave staff a powerful insight into what is on children's minds and that those who did struggle to articulate their feelings were exceptionally well supported by their peers.

*Visitors from WS mental health and wellbeing team wrote after their visit: 'I witnessed a group of pupils who were articulate, emotionally literate, empathetic, and considerate towards one another... I suspect that you are actually gaining time across the school week, not to mention the holistic benefits to them as people which they will take out into the world beyond their time with you.'

'The children's vocabulary and emotional literacy were extraordinary — they showed such empathy, maturity, and confidence, and honestly expressed themselves better than many adults. The whole experience was genuinely inspiring.'

*Children write passionately about the impact of CREW on them in their mid-year reports, citing that it is an important part of their day, helps them be ready to learn and that it is, in many cases, their favourite part of the school day.

*Older children have naturally evolved into CREW leaders. One adult CREW leader was held up on the gate during drop off and went to meet her CREW who had already started a check-in, all children were fully bought in, the CREW leader joined and the child continued to lead. The next day, the first child in the CREW led the devotional.

Habits of Character underpin CREW and the Fishbourne curriculum.

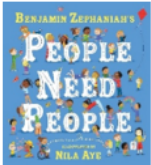
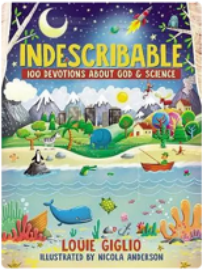
They enable us to intentionally develop effective learners and ethical people who know they can make a difference in the world.

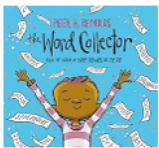
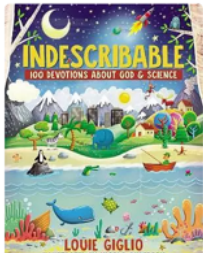
Curiosity	Ambition	Collaboration	Reflection	Integrity	Hope	Empathy
A strong desire and drive to explore and discover.	A drive to strive and achieve more than we thought possible.	The action of working with someone to achieve our best.	To actively think about our learning and experiences to deepen understanding.	The quality of being honest and being guided by strong morals. <u>'even when no one is watching!'</u>	A belief about a better future.	The ability to emotionally understand what other people feel, and imagine yourself in their place.

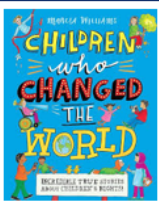
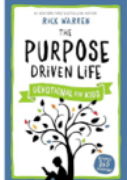
In the next six months we will be developing a progression in our habits of character which will enable us to provide opportunities to explicitly teach, and in time measure, the development of character in our little fish.

CURIOSITY		
Definition: A strong desire to know or learn something.	Synonyms Wonder, inquisitiveness, interest, open mindedness.	Logo Ideas 
Milestone 1	Milestone 2	In adults
*Show an interest in people/ideas *Asking questions *Exploring new concepts *Seeking out new learning opportunities	*Seeking to understand more by asking questions *Showing independent motivation to investigate	*Seeking new ideas *Embracing new learning opportunities *Showing an interest in understanding more *Following lines of inquiry
Practical Examples Milestone 1	Practical Examples Milestone 2	Practical Examples Adults
Choosing a new book because the cover looks interesting. Exploring an idea through self-initiated learning Stopping to look closely at something and posing questions Asking how something works	Generating ways to test out an idea or hypothesis Taking learning beyond the classroom and exploring an idea further in their own time Digging deeper into a concept through thought and/or action Asking questions that move their understanding forward	Valuing self-directed learning time and seeking to find opportunities for this Going beyond our own experiences or expertise to develop understanding about a concept Active participation in a meeting and posing questions that seek to understand 'I'm curious to know if...'

An example of CREW planning:

CREW CURRICULUM Block 1: Who is our Crew?				
MONDAY Connecting Where we reconnect for the week ahead	TUESDAY Mirrors Reflections of our own identities	WEDNESDAY Windows Glimpses into the lives and perspectives of others	THURSDAY Devotions Where we reflect on God	FRIDAY Celebrations Where we notice achievements
This session is an opportunity to re-group after the weekend with a time of reflection. It might include the following: -highlight of the weekend -something you learned at the weekend -something you'd like to share from the weekend -an achievement etc. It would also be really helpful to do some 'target setting' looking at the week ahead and setting some aims / targets that are personal: this could relate to school or home.	 Wk1: Share the book and explain the coming weeks will be an opportunity to zoom in on some important pages. Wk2: Re-read the book. Start with: 'People will always need people'... What does BZ mean by this? Who are the people you need? Wk3: The focus of the book is on us needing different people to help us with different things... 'To love and to miss' 'To hug and to kiss...' Who do you love? Who do you miss? Wk4: 'If you need a change to whom will you turn, if you need a lesson from whom will you learn.' Who do you learn best from? Wk5: 'To have friendly fights with and share tasty bites with...' Explore illustration – what sorts of people can you see? How are they different/similar? Wk6: 'So stop making enemies and let's face the facts...' What is an enemy? How can we STOP making enemies? What tools do we have? How can we make a stand <u>effectively</u>. Draw the sessions to an end by revisiting 'people will always need people'	 Wk1: Share the letter at the front of the book. 'Be different. Be brave. Be YOU.' Why do you think we are sharing this book? How does it link to 'only one you'? Our Wednesday sessions are WINDOWS – glimpses into the lives and perspectives of others. Wk2-5: Please select from the pages below to focus on seeing the world through a different lens with one of the children from the book each week with the question to follow up afterwards: Rafael – asthma – do you use a tool to help your body? Anthony – wheelchair – how do you get from place to place Madison / Arturo – blind – how do you use your senses? Vijay – deaf Bianca – dyslexia – are you really good at something? Jordan/Tiana – autism – what do you like to talk about? Ansh – speech – do you ever wonder if people understand you? Julia – Tourette's syndrome – do you ever feel frustrated? Mateo – ADHD – what's helpful to you? Nolan – allergies – how do you use your voice? Grace – down syndrome – what helps you learn? Wk6: Read the last page of the book finishing with the question: What will you do with your powers?	 Discover the Wonders of the Universe For this session each week, we will choose a devotional from the book: Indescribable Each devotion features a 'Be Amazed' section with fascinating facts, hands-on activities, and a closing prayer. **Please pop in to see a Devotion assembly on a Thursday afternoon before leading your own. On Thursday's your CREW will not be at assembly.	Supporting the children to 'notice' each other's achievements - *What does achievement look like? *What does going 'above and beyond' look like? *How do we know if someone is trying their best? Children to nominate candidates for a Golden Learner certificate. These certificates will then be presented in Golden Learner assembly on Monday! ☺

CREW CURRICULUM				
Block 2: What is the power of our words?				
MONDAY Connecting Where we reconnect for the week ahead	TUESDAY Mirrors Reflections of our own identities	WEDNESDAY Windows Glimpses into the lives and perspectives of others	THURSDAY Devotions Where we reflect on God	FRIDAY Celebrations Where we notice achievements
This session is an opportunity to re-group after the weekend with a time of reflection. It might include the following: Deliberately practise GOAL SETTING... tie it into New Year Resolutions. Each week could initially have different focus for goal setting... goals for: -home -family relationships -the words we use -classroom relationships -CREW relationships -learning in school -being a role model -making the world a better place to be -highlight of the weekend -something you learned at the weekend -something you'd like to share from the weekend -an achievement etc.	  'Reach for your own words. Tell the world who you are and how you will make it better.' Wk 1: Share the Word Collector by PH Reynolds. Explain that all our CREW sessions this term link to the theme of words! Wk 2: Recap the Word Collector and bump back into the words on the final page of the book. Introduce The Roots We share by Susie Dent and share Susie's mission to find 100 words the bring people together. If we could think of only one word to describe our school, what would it be? <i>For the remaining weeks, choose a word for each session... what does the word mean to you? What does Susie say about the word? Here are some suggestions:</i> Wk3: community (pp.12) What communities do you belong to? Which is your favourite? Why? Wk4: democracy (pp.16) When was the most important time you had a vote? Wk 5: harmony (pp.48) When was the last time you felt at peace? How can you use peaceful reactions to make the world better? Wk 6: concord (pp.51) Can we describe CREW as having reached 'concord'? Wk 7: philanthropy (pp.53) Who will you help today? Who will help you today?	  These books are about the UN Convention on the Rights of the Child. Wk 1: Share the book – Enjoy sharing the text together. What does it seem to be about? Rights. Freedoms. Standing up for what is right. Wk 2: 'No song should be worn away to silence... No song should be drowned out... not stolen, and made to sing the tune of darkness, hate or war. Even amongst storm and change and danger, every song must be heard above the noise and chaos of the world.' Introduce the UN Convention on the Rights of the Child and share the front of 'My Little Book of Big Freedoms' - What does it mean to be free? Wk 3: Return to the question 'what does it mean to be free?' Explain that for the next couple of weeks we are going to explore some of the rights that all children have... Altogether there are 54! How many can we think of? How does it make you feel to know that not all children have these rights? Wk 4: Thought – We all have the right to the information we need to make up our own minds. We have the right to say what we think and share ideas with other people. Wk 5: Belief – We all have the right to think or believe what we like, to have a religion and show it. Wk 6: Knowledge – We all have the right to learn. Who do we know who had to fight for this right? (Malala) Wk 7: Freedom – Nobody has the right to make us a slave – we cannot make anyone else a slave or force them to work for us.	 Discover the Wonders of the Universe For this session each week, we will choose a devotional from the book: Indescribable Each devotion features a 'Be Amazed' section with fascinating facts, hands-on activities, and a closing prayer.	Supporting the children to 'notice' each other's achievements - *Who has been using words differently? *Who has shown -community -democracy -harmony -concord... in their words or actions? *Who has made the world a better place to be? *What does going 'above and beyond' look like? *How do we know if someone is trying their best? Children to nominate candidates for a Golden Learner certificate. These certificates will then be presented in Golden Learner assembly on Monday! ☺

CREW CURRICULUM				
Block 3: Making the World a better place...				
MONDAY Connecting Where we reconnect for the week ahead	TUESDAY Mirrors Reflections of our own identities	WEDNESDAY Windows Glimpses into the lives and perspectives of others	THURSDAY Devotions Where we reflect on God	FRIDAY Celebrations Where we notice achievements
This session is an opportunity to re-group after the weekend with a time of reflection. It might include the following: Deliberately practise GOAL SETTING... (see attached) 	 Wk 1: Enjoy reading the book ☺ Wk 2: Sorting the ideas in the book... Read the book again and sort the ideas into: -fun ideas but not necessary <u>etc.</u> every garden having a swimming pool -great ideas we'd like to explore further! -silly ideas Wk 3: Explain we are going to zoom in on some of the pages to explore further and discuss ways in which WE can make the world a better place to be by reflecting on some of the ideas and thinking about ways in which we can make them happen! Anyone who wanted a friend could have at least two Wk 4: Playing would be a subject taught at school Wk 5: Give money to people without much of their own Wk 6: Anyone having a hard time in their own country could come to live here Wk 7: Return to the last page of the book again: 'Now maybe you think I've forgotten something – share it with your friends and make sure you remember it!'	 Meet young activists who have changed the world by fighting for the right to education...the right to a voice...the right to play and discover their incredible stories! This block gives children the opportunity to glimpse a look into the lives of activists & get inspired! Wk 1: Explain to the children that this half term we are going to continue reflecting on 'Convention on the Rights of the Child' by learning more about the true stories of children who have stood up for these rights – activists* Use this first session to read the introduction about 'rights' and to complete the activities/reflections within the intro! ☺ It's an awe and wonder reflection. In the coming weeks, feel free to choose different children in the book, suggestions are below! I suggest looking up each of these countries in an atlas would also be good to build understanding. One of these activists could lead your CREW to taking some positive action ☺ Wk 2: Riley Bebbard (USA) – the right to play pp. 28 Wk 3: Francis Simon (Dominican Republic) – the right to a name pp.10 Wk 4: Michaela Mycroft (S Africa) – right to extra help pp. 20 Wk 5: Iqbal Masih (Pakistan) – protection from labour pp. 31 Wk 6: Sebastian Basu (UAE) – right to good health pp. 22 Wk 7: Emmanuel Jal (Sudan) – right to protection from war pp. 32	 KS1 and Y3: Discover the Wonders of the Universe For this session each week, we will choose a devotional from the book: Indescribable Each devotion features a 'Be Amazed' section with fascinating facts, hands-on activities, and a closing prayer.  Y4/5/6: Purpose Driven Life In these year groups, pls use your knowledge of your CREW and your own confidence to decide on either of the above devotionals. NB) The Purpose Driven Life should be worked through chronologically though!	Reviewing GOALS set on a Monday... -what progress have you made towards your goal? -what are your next steps? -are you ready for a new goal? (have a think over the weekend so you are prepared for Monday) Positive noticing – What have you noticed about each other this week? This will help to build self-esteem and confidence, shift the culture in CREW so that the positive behaviour is the most sought-after behaviour. NB) Please remember CREW is no longer choosing Golden Learners (it would be great if CREW leaders make recommendations to class teachers though, especially relating to goal setting, engagement, contribution etc.)

