



FALCONER'S HILL INFANT SCHOOL

Values and Wellbeing Policy

(Incorporating PSHE, Relationships/Health & Anti-Bullying)

'We Learn, We Love and We Laugh- Together!'

It is essential that we establish a foundation of safety, love and happiness for our children from the very beginning - these three values are crucial if we want children to enjoy and progress well at school, behave positively and become life-long learners.

Children who may be experiencing stress will find learning difficult if not impossible. It is crucial that in school they experience fairness, empathy, encouragement and praise as well as clear and consistent boundaries that help them to learn to self-regulate. We believe explicitly in the aphorism: **'You get more of what you notice'**¹ and take every available opportunity to praise appropriately.

We encourage an understanding of good behaviour and attitudes by promoting our 6 core values of: Responsibility, Respect, Honesty, Friendship, Cooperation and Safety.

We develop an understanding of **British Values** in the following ways:

- **Democracy** - ensuring children have a voice and are integral to decision making where appropriate. Through the School Council every child is able to offer their opinion about the school and influence decisions.
- **The Rule of Law**- rules and expectations are clear and fair. We consistency reinforce our high expectations and children understand the consequences when rules are broken. We listen to all sides when any difficulties arise and give children the opportunity to 'put things right'. (Restorative justice) The children learn through our eco work that they are responsible for safeguarding our world and how they can do this.
- **Individual Liberty**- children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young children to make choices safely, through our provision of a safe environment and empowering teaching. Children are encouraged to know, understand and exercise their rights and personal freedoms responsibly. We use P4C (Philosophy for Children) to promote children's ability to express themselves freely and respectfully. They learn to voice their opinions in an unbiased manner and respectfully challenge others' viewpoints.
- **Mutual Respect**- children's understanding of different faiths and beliefs is enhanced by celebrating diversity. They participate in a range of multi-faith celebrations throughout the year. Visitors are invited to share their cultures and beliefs. 'Fizz's Friends' include a group of persona dolls that all have different types of families, cultures, beliefs, abilities and disabilities and these are used in PSHE lessons and assemblies to develop understanding and respect for others. We are a 'signing' school and teach children BSL for selected words in our songs. We also

¹ Paul Dix, 'When the Adults Change Everything Changes'

take part in an annual signing schools' event to raise funds for the charity Sign Health. One of our Governors is blind and has a guide dog who visits school to listen to children read. We sponsor Guide Dogs for the Blind puppies- three to date.

We are linked to Buhoma Primary School in Uganda and regularly hear about the lives of the children there. We have adopted six of the children and each class raises the sponsorship money needed for the children's school fees by participating in their own fundraising enterprise.

We aim to:

- help each child to reach their full potential by providing a broad, balanced, interesting and active curriculum accessible to all, whatever their need.
- develop the partnership between school and the locality where the active involvement of parents and the wider community is encouraged.
- provide a stimulating, safe and welcoming environment in which children feel secure

Our objectives are:

- to provide a broad and balanced education for our children through a range of teaching styles and the effective use of resources.
- to use the developing relationships with the community and industry as an effective resource in the education process.
- to utilise all parts of the building and outside environment efficiently so as to maximise its resource potential.

We believe that good behaviour needs to be carefully developed. It is too important to be left to chance. Young children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. Constant reference to our school values helps to make our expectations explicit. We want our children to develop as fully as possible so that they grow socially, personally and academically.

It is important that staff, governors and parents all understand and demonstrate good values as an example to the children. School values are shared with our community through visits to local businesses and old people's homes. Members of the community such as the Police and Cummins Engineering also attend school.

VALUES

“Because you believed I was capable of behaving decently, I did.” Paulo Coelho

The purpose of our values is explicit:

We value **Cooperation** so we work happily together, include others, listen carefully and follow instructions.

We value **Responsibility** so we work hard, do our share and show perseverance.

We value **Respect** so we appreciate and look after everybody and everything.

We value **Honesty** and **Safety**, so we tell the truth, try to be reliable and take care of ourselves and each other.

We value **Friendship** so we are kind and gentle and think about other people's feelings.

Values Animals and Colours

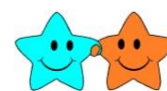
Each of the school values is represented by a colour and an animal. For example, the value of Respect is represented by a tiger and the colour yellow. Every time a child displays the value of respect they are asked to place a recycled yellow bottle-top into the 'Values Vase' in the hall, likewise, other values are similarly rewarded with different coloured bottle-tops. When the Values Vase is full, the whole school enjoys a celebration treat time where they can choose their reward. (Links to Democracy)

Good values are encouraged in every area of activity in school and pupils are helped to recognise examples of good behaviour and attitudes at all times. When any pupil finds these aims difficult to understand the school helps by making these expectations clearer, more specific and more suited to the children's individual needs.

We encourage good behaviour by:

- explaining and demonstrating what is expected
- recognising and highlighting good behaviour, values and effort as it occurs.
- ensuring that all children are praised for behaving and performing well.
- using social stories to make behaviours, values and solutions more explicit
- using restorative justice to resolve problems
- encouraging children to be responsible for their own behaviour.
- letting parents know about good behaviour, values and performance (Superstars and Smart Assemblies).
- rewarding individuals and groups for behaving, demonstrating good values and performing well
- ensuring children are prepared for, and aware of, routines and work expectations by using class visual timetables

LEARNING STARS



As Values relate to behaviour and attitudes, the 'Learning Stars' make explicit meta-cognitive skills, and how to be a successful learner. A series of stories, has been created for each Learning Star, so children fully understand their meaning. There is a focus on a new Learning Star every half term. Children are noticed and rewarding for their good learning habits.

The Learning Stars live on the 'Luminous Learning Line' and children are encouraged to identify their own progress, in relation to the own learning lines, to show perseverance and resilience makes a difference.

Learning Lines are displayed in all classes and around the school so they can constantly be referred to. When children are congratulated for using a specific learning star they receive a Superstar.

GOLD STAR

When a class has something special to share then their Gold Star can be taken to the Headteacher, or one of the leadership team, to ask if they can receive a visit so they can demonstrate their good work and receive praise.

PSHE & Health and Relationships

We use 'Zippy's Friends' as part of our Personal and Social Education Programme to explore behavioural issues, build resilience, develop understanding about change and to help raise self-esteem. The fundamental concept behind the programme is very simple – if we can teach young children how to cope with difficulties, they should be better able to handle problems and crises in adolescence and later life. Zippy's Friends has been evaluated and found to improve children's coping skills, social skills, emotional literacy, improve the class climate and reduce bullying.

The scheme of work covers the following content areas;

Module 1- Feelings

Module 2- Communication

Module 3- Friendships and Relationships

Module 4- Conflict Resolution

Module 5- Changes and Loss

Module 6- Moving Forward

<https://www.partnershipforchildren.org.uk/what-we-do/programmes-for-schools/zippys-friends.html>

P4C

Children are encouraged to be 'big thinkers' and consider philosophical questions about life and its challenges. They learn respect for the opinions of others even when they differ from their own and how to agree and disagree respectfully.



SUNSHINE CIRCLES

Sunshine Circles is a Thera-play based programme that takes place at least once a week in each class as part of our PSHE curriculum. Every child enjoys nurture and affirmation during the sessions whilst being encouraged to have fun and develop trust and collaboration.

The Sunshine Circle Rules have been adopted for use across the school and playground:

'No hurts, stick together and have fun!'

GOLDEN TIME

An activity session takes place each week to celebrate and reward good behaviour and values. The range of activities is reviewed regularly to ensure they are still popular- children are asked for their opinion about Golden Time activities and new ideas added that appeal to them. This is conducted via a class vote and is feedback in school council.

SUPERSTARS: ABOVE AND BEYOND

You get more of what you notice

Essential Reading: 'When the Adults Change, Everything Changes' Paul Dix

Positivity breeds respect, acceptance, motivation and better attitude and behaviour

If what we expect is good values and learning attitudes and we make our expectations clear in an encouraging, empathetic and positive manner then this is more likely to be achieved than adopting a harsh, heavy punitive approach.

We should constantly seek out opportunities to genuinely, praise children- for showing

good values and learning attitudes.

Recognition Superstars – above and beyond

How we treat the most damaged, the most vulnerable & the worst behaved in society reflects our humanity.

'Heavy punishment may seem to crush behaviour in the short term, it may even remove the problem for the teacher temporarily, but it doesn't teach improved future behaviour to those who need it most'.

An emotionally led response to bad behaviour should always be resisted. From calm distractions & humour; to smiling enthusiastically to let everyone know that you enjoy your job, great teachers recognise the counter-intuitive and shift their behaviour to achieve the best outcome for everyone. They know that how you behave is more important than how they behave.' (Paul Dix, When The Adults Change, Everything Changes.)

Children are encouraged to go 'above and beyond' in all aspects of the curriculum and they take home a superstar slip so parents can share their child's achievement.

LUNCHTIME

Our Midday Supervisors are fully involved in our Values, Wellbeing & Attachment Policy and encouraged to use praise regularly to encourage good behaviour. Children can be spotted for: good manners, trying new foods, clean plates, tidying up, remembering rules etc. Midday Supervisors feedback at the end of each lunchtime to the class teachers concerning any issues.

SMART ASSEMBLY

At the end of each week there is a celebration of children's achievements during Smart assembly. Certificates are awarded for children's, parents (and staff!) efforts in work, effort, behaviour, attitudes and values- these are known as 'Smarts'.

Achievements may be recognised by any adult associated with the school.

Out-of-School Achievements are also recognised and when children bring in awards and certificates gained outside school they can show them in class or Smart Assembly.

Smart assembly is shared with parents on our home learning platform, Seesaw.

Teachers need to keep a record of who has received awards in Smart Assembly so all children are recognised.

ANTI-BULLYING

All the staff are trained in 'Protective Behaviours' and it is a priority that children should be made to feel safe. 'Protective Behaviours' is based on two key messages:

- ***We All have the Right to Feel Safe all of the Time***
- ***We can talk with Someone about Anything, even if it feels awful or small***

Children have been taught a chant and actions as a strategy to alert adults when they feel uncomfortable:

“STOP! I DON'T FEEL SAFE! IF YOU DON'T STOP IT, I'LL TELL A GROWN-UP”

HAND OF TRUST & TELLING

Children are encouraged to think of the adults in school as grown-ups they can trust. A mantra that is repeated regularly is **'if you feel bad or sad, to feel well you must tell'**. Key staff are identified for each class and their names appear on 'hands of trust' posters as a reminder (along with the Headteacher, DSLs and BSA).

'Telling' is seen as a key strategy in ensuring children feel protected. 'Telling' bangles can be worn by children who are reluctant to let staff know they are worried about something.

Anti-Bullying Dramas

The school participates in Anti-Bullying Week every year and shares information with parents.

Restorative Justice

If a minor misdemeanor occurs then a reminder about our values/learning stars can be given; praise those nearby behaving appropriately. Children should **never** be humiliated in front of the class. If necessary because of a more serious or ongoing matter, a child may need speaking to separately. This should be done by taking a child aside to talk privately (by either the teacher or LSA)- the safe chairs can be used for this purpose or a child kept behind when others are out of the room.

'Punishment does not teach better behaviour, restorative conversations do.' Paul Dix

If serious, then a sanction may need to be applied- involve the child in this ensuring they know that they have been treated fairly. What do they think should happen next? Apologies (putting it right when the child is calm enough to make this meaningful), talking to their grown-up at home, walking with an adult for part of playtime/lunchtime.

If a sanction has been applied then parents are informed.

If another child has been hurt, the incident will be logged on My Concern and assigned to the Behaviour Team. The Behaviour Team will then triage the concern and act accordingly.

Repeated Entries in the Class Values and Safety Log

If a child has three behaviour logs on My Concern within any six week period then it will be expected that the class teacher would have investigated if there is a particular reason (home issues, health etc.) and put an incentive into place. If there is no improvement then the Behaviour Team should be informed so that a review can take place to look at any interventions that may be necessary.

If behaviour deteriorates and standard strategies are not working it may be necessary to:

- contact parents/carers to discuss the issues and find out if there have been any difficulties/changes at home. In all cases of persistent problems, parents must be involved.
- Devise a suitable, personal incentive to encourage good behaviour.
- Write a individual behaviour plan
- Use a frequency chart to identify where and when issues may arise.
- Consider appropriate interventions such as Play Buddies, Rainbow Time, Nurture Group, Play Therapy, Sand Therapy, Time to Talk, Worry Work, Kind Hands & Feet programme, etc
- Complete a Boxall Profile and/or an SDQ to enable monitoring and assessment to take place. Check medical issues e.g sight, hearing, speech etc.
- Create a personal work station and use a personal visual timetable/ now and next board
- Explore what may be causing the problem- behaviour review meeting is held with the school behaviour team
- Review six weekly progress towards targets.
- If concerns continue referral to specialist support – e.g Ed. Psych, School Pediatrician, Jogo Behaviour Support

CLASSROOM MANAGEMENT

“In order to learn well children need a calm and purposeful classroom atmosphere...”
(Elton Report 1989)

At our school we realise the importance of:

- praise and encouragement: *You Get More of What You Notice!*
- rules and routines, which define boundaries and are communicated to all and consistently reinforced.
- clear expectations of work/behaviour and attitudes from staff, pupils and parents.
- listening to pupils in order to make them feel valued and following through on promises.
- appropriate work for the child with interest, variety and pace.
- setting targets for work that takes into account the child's ability and reflect the need for small steps and the use of incentives.
- involving children in assessing their own work and ensuring marking is understood and leads to improvement.

We realise that:

- routines that establish good working habits including punctuality and definite lesson endings are vital.
- sanctions need not be severe to be effective. They need to be seen by pupils as consistent and fair.
- there must be incentives for the pupils, the class, teachers and parents.

We have an established system of praising and rewarding good behaviour, warning and sanctions (see Behaviour Response Strategies).

We are aware that, as teachers, we contribute towards the atmosphere which promotes good behaviour in our classrooms. Factors that influence good classroom discipline and management are:

- Good preparation/thorough planning
- Resources and tasks appropriate to pupils ability
- Positive attitudes
- Respect for pupils
- Good example of behaviour (no shouting)
- Fun!
- Access to appropriate resources
- Flexibility
- Satisfaction and achievement

DAILY ROUTINES & RESPONSIBILITIES

Children should be clear about procedures they follow at key times during the day such as arrival, early morning settling in, use of cloakrooms, playtimes, assembly and hall times, lunchtimes and at the end of day.

Routines are important to help establish security and consistency. They are also helpful when the class needs to be supervised by adults other than the class teacher.

ASSEMBLY AND CARPET TIMES

Respectful listening bodies are encouraged by being clear in promoting the following rules:

- Look at the person who is talking (magnet eyes)
- Keeping quiet while someone else is talking
- Not fiddling with clothing or touching other children
- Stable body positions
- Thinking about what is being said

Children with particular challenges who struggle with carpet or assembly times will be supported by staff sitting alongside them, a gradual build up of time they are expected to sit still (or in assembly), provision of a fiddle object, a carpet spot etc.

RELAXATION

In our highly over-stimulated world, it is important that children are taught how to relax and de-stress.

We regularly use a number of strategies to encourage relaxation through stories: peer-on-peer massage: '**Once Upon a Touch**', visualisation techniques: '**Relax Kids CDs**', and '**Feeling Brave**' Resources. We also engage children in Cosmic Yoga and Sunshine Circles.

Fizzy Fitness/Mile a Day

We believe that being outdoors is therapeutic and beneficial to children's wellbeing and health. We actively engage them in a rich outdoors curriculum and every day each child is encouraged to complete circuits of our Fizzy Fitness track around the field.

Reflection

Children regularly take part in quiet, respectful 'Reflection' in class and in assemblies where they listen to an opening mantra followed by silence, music or reflective words (related to a value or theme they have been exploring).

