



2 April 2019

Dear Parents and Carers

I have really enjoyed my first 'big' term at Fynamore! It has been a privilege getting to know the children, staff and starting to meet parents and carers.

In a new job, everyone must get to know the place and people before introducing changes. No two schools are the same! Therefore, you will see some new initiatives and changes over the next couple of terms before we review 'next steps' for the new academic year.

The behaviour policy will be reviewed at the end of this year. However, I have worked with the very dedicated staff team to create an 'addition' to the current policy. I hope that this level of detail will help clarify for children, parents, carers and all staff the rewards and consequences for behaviour in our school.

The vast majority of our children maintain great behaviour – both socially and academically – and there is high quality support for the children who do need more help.

Our Term 5 and 6 mission is to build on all the good work and further develop a harmonious school community where everyone feels secure and valued.

I have been a Headteacher for a long time (and worked in other schools to support with ethos and behaviour). Therefore, I do know that any change will need consistency, patience and determination and will be more successful with parent/carer support. I realise that it also takes time for parents to build trust in a new Headteacher, so I hope it is helpful to hear, from my previous school's Ofsted report last year, that the report stated:

'Your open communications with parents and commitment to making sure that their children achieve their best mean that the overwhelming majority of parents are confident in the school's leadership' and 'Pupils of all ages told me how safe and happy they feel at school.'

We celebrate when our children do something special and praise them for upholding the Fynamore Promise. Here are some of the ways in which we do this (not an exhaustive list but I hope you agree that there a lot of creative systems in place!).

<p>Verbal praise that is specific and helps all children to aspire to do well Thumbs up, big smiles and sharing the good news</p>
<p>Individual rewards including Rainbow Stickers and Dojo points Star certificates House points Golden coins (worth 10 house points) Star of the Day Purple slips for fun and happy playtimes Headteacher certificates Brilliant lunchtime certificates Golden pencils Chosen for responsibilities eg gardening assistants</p>
<p>Class and group rewards including: Class of the week (KS1 and KS2) Team Time Notes on the newsletter Marble jars Class bear</p>
<p>Ideas we will pilot next term: Postcards home Special 'well done' activities for children who are supportive to others and try hard to get it right at school all the time</p>

At the end of this letter you will find a 'Behaviour Code Ladder'. This makes very clear which behaviours do not fit our Fynamore Promise and do not belong in a harmonious school environment.

We will be sharing this ladder with our children at the beginning of next term with class talks and assemblies. I would appreciate it if you could also talk them through the stages and consequences so everyone is really clear. We all need to talk to our children about helpful strategies, eg what to do if you start to feel angry or you are stuck on your work.

Please read these important additional notes:

- We will apply the stages with thought to a child's age and level of need. For example, some Reception children may not fully understand how a comment can be hurtful but Y6 children are expected to understand
- There will be some reasonable adjustments for some children at the discretion of the teacher and SENCO. For example, some children are allowed a fiddle toy to help concentration. We will also give 'take up' time for instructions if the child needs more time to process instructions
- We will investigate what has happened before making a decision about a consequence. This is where professional judgement is used. For example, there is a difference between a small scuffle during football and an older child punching a younger one in anger
- Imagine you have had an awful day and come home cross. Someone who cares for you would make you a cup of tea with a biscuit even if they then have to tell you that you have a parking ticket! When we are working with upset or angry children, our first job is to calm the situation but there may well be a consequence. So a child may be allowed to play with Lego, for example. There will be a follow up and consequence – just not always visible to everyone at the time

- We have a carefully planned programme to provide additional nurture for some children. These interventions include activities like arts and crafts and extra gardening and are planned to develop skills in the same way in which English and maths interventions boost skills. We are on the journey to becoming a Thrive School. More about this after Easter! If you are interested to find out more, please try this link: www.thriveapproach.com. There is a really good, short film on the homepage. We introduced this approach, 5 years ago, in my previous school and saw dramatic improvements in behaviour, confidence levels and a happier ethos. There is a lot of local interest in Thrive as children's emotional development and mental health are now a priority for all schools. The improvements don't happen overnight but, if we all stick with it, a whole school Thrive approach is really successful.
- Year 5 children will have an additional 'Pencelli and Y6 Ready' structure put in place after the Easter holiday. More details in Term 5!

Helping at home

Our children are growing up in an increasingly complex world. We expect them to make mistakes – just not keep making the same ones.

If the children know that school and home are 'on the same page' they do find it easier to uphold school routines, rules and ethos.

So, we really appreciate it when parents and carers support when things have gone wrong for their child. For example, parents tell me that there is no Xbox after a red card. Talking through strategies helps too. How would you do it differently next time? Please remind that the best strategy, if things are starting to go wrong or they are worried, is to go to an adult for help. We will be wearing hi-vis vests in the playground so easy to spot! Thanks to one of our mums for this good idea.

We always credit telling the truth too. If it has gone wrong, then being able to admit it and apologise are really helpful skills.

The Fynamore Promise

The Fynamore Promise was decided by the staff, children and parents of our school. It is set out below:

I will...

- always follow instructions
- be respectful of everyone
- always try my best
- be honest
- respect property
- be kind and gentle

Thank you,

Sarah Weber
Headteacher

Behaviour Code Ladder of inappropriate behaviour and consequences

	Behaviours include <i>This list is not exhaustive – professional judgment will be used</i>	Consequence
Stage 1	<ul style="list-style-type: none"> • Calling out • Chatting during learning time • Interrupting others learning/creating distractions • Not following instructions as a one off • Not showing kind behaviour • Getting carried away with a game • Not using appropriate voice volumes and/or calm bodies • Persistent fiddling • Rough play 	<ul style="list-style-type: none"> • Reminder of school rules /appropriate behaviour followed by a warning
Stage 2	<ul style="list-style-type: none"> • Talking back to adults • Unkind comments to others e.g. about work or appearance • Not respecting someone else’s property e.g. using someone’s pencil case without permission • Ignoring or excluding friends more than once • Repeated stage one behaviours 	<ul style="list-style-type: none"> • KS1 sun and cloud (visual warning) • KS2 yellow card (visual warning)
Stage 3	<ul style="list-style-type: none"> • Intentional damage to property • Lack of cooperation with any adult • Refusing to do what an adult has asked you to do • Playing unkindly or unfairly over time (which could be defined as bullying) • Deliberately hurting somebody physically or verbally • Swearing/foul language in the heat of the moment • Intentional stealing • Inappropriate use of technology • Leaving the classroom without permission • Repeated stage two behaviours 	<ul style="list-style-type: none"> • KS1 bottom cloud (Independent learning/playtime/lunch time/team time missed) • KS2 red card (playtime or lunch time missed) • Parents verbally informed • Senior member of staff involved/informed • Recorded within school systems • Loss of lunch time privileges e.g. football
Stage 4	<ul style="list-style-type: none"> • Repeated stealing • Deliberately damaging school or others property • Significantly disturbing the school environment e.g. flipping a chair/a table/throwing items in anger • Repeated rudeness/defiance • Repeated lack of cooperation with any adult • Refusal to comply with a stage 3 consequence • Prejudice • Threatening or intimidating others e.g. swearing at someone • 3 red cards within a school week • Use of ICT that puts yourself or others at risk • Repeated stage three behaviours 	<ul style="list-style-type: none"> • Independent Reflection time (this may be spent in another class depending on age and need) • Reception children may spend time in another class before the consequence of independent Reflection (parents verbally informed) • Letter to parents if Independent Reflection Time applied • Logged as part of school records
Stage 5	<ul style="list-style-type: none"> • Leaving the school grounds without permission • Racism or repeated prejudice • Aggressive violent or reckless behaviour that puts yourself or others at risk <p>This can lead to permanent exclusion or a managed move</p>	<ul style="list-style-type: none"> • Fixed Term Exclusion • Letter to parents • Reported to governors • Reported to Local Education Authority • Permanently added to child’s school record