



MEET THE HEADTEACHER AND SCHOOL EXPECTATIONS MEETING



ALL ABOUT ME...

Mr Fennell

- Headteacher at Standhill Infants' School.
- I worked at my previous school for 15 years, 7 of those years as Deputy Headteacher.
- During that time, I was also Acting Headteacher in 2020.
- I have taught in education for 20 years

Hobbies

- Running
- Hiking

MY EDUCATIONAL PHILOSOPHY...

- Children work best when they are happy, safe, cared for, valued and engaged.
- The curriculum should be rich, broad and balanced.
- Wow moments – special events that motivate and bring learning and curiosity to life.
- Hands-on tasks and activities.
- Learning through play.

MY VISION FOR STANDHILL...

To create a positive, safe and caring learning environment that celebrates diversity and includes everyone. An environment that ensures that children develop a love for learning and achieve their full potential. They become responsible and well-rounded people that are ready for the world beyond school. The Standhill values permeate through the whole school and everyone's behaviour.

We are kind – We show respect – We are honest – We work hard

THE SCHOOL'S KEY PRIORITIES THIS YEAR

Writing



Writing provides children with a vehicle to express who they are as people and to actively engage in daily life.

Phonics



Phonics provides a solid foundation for reading and writing skills. It teaches children sounds which helps them to decode words.

ATTENDANCE

We believe that:

- ALL children need to attend school regularly and on time so they can take full advantage of the educational opportunities available and make the best progress possible.
- poor attendance and persistent lateness puts children at an educational disadvantage.

The potential effects of lateness and absence

Get behind with
their work

Are less likely to feel
involved

Lose
friendship

Become
demotivated

Lose the thread of the topic
being taught

In 2019, data showed that primary children who didn't achieve the expected standard in reading, writing and maths, missed on average four more days per school year than those whose performance exceeded the expected standard.

Source: [Gov.uk Statistics](#)

BEHAVIOUR

Standhill Infants' School aims:

- to create a safe and happy learning environment in which children can thrive
- to develop respectful relationships between all members of the school community
- to ensure that no child's learning is disrupted by their peers
- to develop children's knowledge of British Values so that they are prepared for the next stage of their education
- an expectation that parents and carers will work in partnership with the school to promote the best outcomes for all children

TEACHING AND STRATEGIES

Positive relationships are the basis for creating a safe and happy school and are the best tool to develop our core values. Our 4 Core Values are for all times and all circumstances and are taught through our behaviour buddies:

- We are kind – **Dizzy dolphin** is kind and shows reciprocity
- We show respect – **Peanut elephant** shows respect and is resourceful
- We are honest – **Blinky owl** is honest and reflective
- We work hard – **Slider penguin** works hard and is resilient



Children are expected to display the school core values at all times and are rewarded or sanctioned in line with the 'Good to Be Green' behaviour system. 'Good to Be Green' charts are displayed in each classroom and used daily. Teaching about our core values takes place in assemblies and lessons, alongside specific interventions. We believe in teaching excellent behaviour and zero tolerance of inappropriate behaviour. Staff will praise good behaviour when it occurs as a way of promoting positive role models amongst peers.

REWARDS

At Standhill we promote positive recognition of individual children or classes. We use:

- praise – children are praised throughout the day.
- stickers – children are given stickers for work as well as good behaviour, including at dinnertime where Lego cards are given for positive choices.
- good to be green stickers – each child will be given a good to be green sticker at home time, if they have stayed on green throughout the day.
- core value stickers – when a child models a core value they are rewarded with the respective core value sticker.
- certificates – ‘core value’ and ‘be proud’ certificates.

CONSEQUENCES

If a child chooses not to behave in line with our core values or chooses to misbehave or is disruptive, a series of consequences are used by the staff.

A reminder – a verbal reminder is given to the child so that the behaviour can be changed.

Amber card – when a child continues to display inappropriate behaviour or attitude, an amber card is placed behind their name in the ‘Good to Be Green’ chart. This is recorded in the class behaviour book and they miss 5 minutes of playtime or lunchtime. When a child chooses to respond appropriately then they are moved back to green.

Red card – if a child continues to display inappropriate behaviour or attitude, then a red card will be given. The child misses playtime or 15 minutes of lunch play or timeout during the afternoon. This is recorded in a class behaviour book and the headteacher can comment on the child’s behaviour at this point. Parents will be informed.

