

Personal Development at Fairfield Infant and Nursery School



Learning for Life



A bit about us...

F.I.N.S is a small Infant and Nursery School with approximately 150 pupils on roll.

The Leadership Team has been stable since 2017.



Our school Code of Conduct is RESPECT.

We are an Attachment and Relationship Aware School.



We.....

- Provide equality of opportunity
- Provide an inclusive environment
- develop pupils' **character**
- develop pupils' **confidence** and **resilience**
- prepare pupils for the next phase of education

By.....



- Code of Conduct
- Learning Behaviours
- Community Fundraising
- Playground Leaders
- Class Monitors
- VIPs
- Playground Leaders
- Mental health and Wellbeing themes
- Pastoral provision (Process Art, Gardening sessions etc)
- Cultural capital
- Family Support Worker
- Enrichment (Visits and visitors, real experiences etc)



Fun Friday

Our offer to pupils

- Caring environment
- Relationship-centred practise
- Family Support Worker check-ins
- Pastoral Support
- Embedded and ring-fenced PSHE curriculum
- Opportunities for personal development beyond the classroom (trips, visitors, enrichment)
- Adaptive teaching
- Ambitious and creative teaching.
- Carefully planned themes to make learning real
- Use of practical resources to support teaching

Teaching for Creativity Project



Dance Club



Book Club





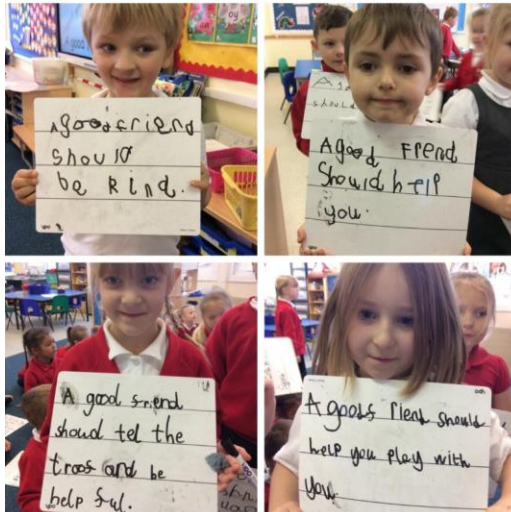
9 Protected Characteristics

Protected characteristics are aspects of a person's identity that makes them who they are. Everyone has at least a few of the nine protected characteristics, so as a school and employer, it's important you make sure a child or employee isn't treated less favourably because of theirs.

Protected Characteristics	In our curriculum...	Wider School...
Age	RESPECT—code of conduct Behaviour policy	Home School Agreement—whole school community
Gender	Safeguarding in the curriculum document. Multicultural and worldwide topics.	Safer Recruitment training for SLT and governors.
Race	Diversity books available in school and included on reading spines. Active uniform policy allows children to wear clothes that meets their needs.	Equality Act. Relationships and Sex Education Policy
Disability	Question based PHSE scheme—Relationships, Living in the Wider World and Health and Wellbeing.	PHSE Policy RE Policy E-Safety
Religion or belief	Example questions include— <i>What is the same and what is different about us?, How can we look after each other and the world?, What is bullying? And How do we recognise our feelings?</i>	Risk assessments in place for pregnant staff or those with disabilities.
Sexual Orientation	Question based RE curriculum with 3 parts—Believing, Expressing and Living. Examples include— <i>1.1 Who is a Christian/Muslim/Jew and what do they believe? How should we care for others and the world, and why does it matter?</i>	Risk assessments in place for children with additional needs.
Gender reassignment		
Marriage or civil partnerships		
Pregnancy and maternity		

2023/24

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1		Respect in assembly	Respect around school	Be active	Participate	Participate	Harvest Festival	Bonfire Night Safety
Autumn 2	Feel proud	Anti-Bullying	Nursery Rhymes	E-Safety	Be Independent	Give	Advent/Christmas story	
Spring 1	Respect	Keep Learning	Be Creative	Mental Health	Chinese New Year	Shrove Tues, Lent		
Spring 2	Collaborate	Take note	Science week	Holi	Easter			
Summer 1	Respect	Connect	Democracy	E-safety	Mutual Respect	Mental Health and wellbeing		
Summer 2	Concentrate	Persevere and show resilience	Healthy Living	Road Safety	Diversity	Transition	Goodbye	



Spiritual:

- Derbyshire agreed syllabus for RE – question-based
- Assembly themes
- Chicks, butterflies (awe & wonder)
- Living Science display
- Garden area
- Sunflower competition
- Reflection opportunities – yoga, mindfulness, breath work, brain breaks
- Bible story assembly



SMSC



Moral:

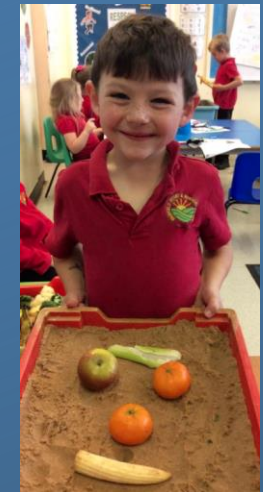
- Code of Conduct-Respect
- British values
- Anti-bullying cluster
- Learning Behaviours
- Self-regulation – break out spaces, Calm-down strategies, mood monsters
- Attachment and Relationship Aware Schools status

Social:

- Sporting events/competitions
- Core and British values
- Community events – Queens court, Fairfest
- Fundraising – comic relief, Children in Need, Macmillan Coffee Morning, Blythe House Hospice Jingle Bell Jog.
- Class events-pyjama party, craft sessions

Cultural:

- Cultural and Arts experiences
- Bright futures
- Teaching for Creativity project
- Visits, visitors
- Real experiences



Outdoor Learning



Playground



Imagination

Challenge



Tyre Park

Resilience



Collaboration



Awe



Exploration



Perseverance



EYFS area



Wellbeing

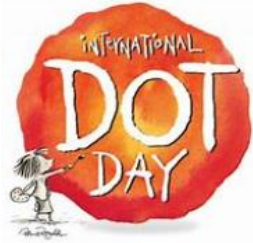


The Spinney

- Clubbercise
- Fairfest
- Cheerfest
- Making Space
- Sports Day
- Cricketfest
- Map quest
- Healthy Living week
- Specialist dance teacher
- Boccia
- Cross country events

Sport





The Arts



- Dot Day
- International Artist's Day
- Fun Friday Art Clubs
- Opera House
- Artsmark
- Arts Award
- Drawing club
- Celia Music/Recorders
- Northern Ballet
- Babbling Vagabonds
- Creeping Toad



**Artsmark
Silver Award**
Awarded by Arts
Council England

Events



MULTI-DAY • SCHOOL EVENT
HEALTHY LIVING WEEK!
Jun 19 - Jun 23



Friday, November 17 • SCHOOL EVENT
Children in Need



Thursday, July 20 • SCHOOL EVENT
PTA DISCO!
3:00 PM - 5:15 PM



Monday, November 13 • SCHOOL EVENT
Odd Sock Day



Queens Court

Science Week



Wednesday, February 15 • SCHOOL EVENT
London Landmark Exhibition
3:00 PM - 3:20 PM



Wednesday, October 18 • SCHOOL EVENT
Harvest Festival - YEAR ONE AND TWO
2:30 PM - 3:00 PM



EVFS
 Within the EVFS curriculum there are 3 prime areas that we focus on.
 *Communication and Language
 *Physical Development
 *Personal, Social and Emotional Development
 This curriculum provides a sound basis for children to know about different ways of keeping themselves safe in and out of school, gives them confidence to be able to communicate their feelings and worries and leads into the PSHE curriculum.

We work to instil 7 key 'Learning Behaviours' in our pupils to make them well-rounded individuals. We refer to these through regular assemblies as well as using them as an opportunity to discuss and react to 'real life news and events'.
Participate, collaborate, be independent, be creative, concentrate, persevere and show resilience, feel proud



RE
 • Taught through explicit lessons as well as within a topic.
 • We encourage children to ask questions.
 • Equip children with how to make and keep respectful relationships.
 • How to stay safe and healthy.
 • Talk about what is special to them and others.
 • We have a 'Mental Health and Well-being' focus half termly, along with a dedicated day each year.

PSHE
 • Question based curriculum.
 • Equips pupils with a sound understanding of risk.
 • Knowledge and skills to make safe and informed decisions.
 • Builds on content in the school curriculum, including healthy relationships and importance of physical activity and diet.

British Values
 • We actively promote fundamental British values and the Protected Characteristics, in order to improve safeguarding; strengthen the barriers to extremism; ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

Key Stage 1
 Our PSHE curriculum helps pupils to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. Teaching builds according to the age and needs of our pupils covering 3 core themes: Health and Well-being, Relationships and Living in the Wider World. There are many opportunities for pupils to discuss and develop an understanding of how they can stay safe in and out of school as well as online. They also know there are trusted adults they can talk to at anytime.

Practical Safeguarding
 • Through enrichment opportunities such as trips, local visits and special visitors we learn about staying safe in 'real life'
 • Road safety and 'Stranger Danger', through local walking visits.
 • Visits from the Police and Fire Service.
 • We practice using equipment safely through outdoor learning in 'The Spinney' as well as DT lessons.

E-Safety
 • Explicitly in computing.
 • Discretely across subjects.
 • Acceptable use policy.
 • E-safety leaflet to parents.
 • E-safety day.

Early Help Offer

What is Early Help?
 Every family has its ups and downs. Being a parent is hard work and there are no instructions. Sometimes, you or your children may need extra support. This may be before your children are born, when they are very young, or throughout their school years. There is nothing to be ashamed of in asking for help.
 Early Help helps you (support) what's going well for you, where you may benefit from extra help, and who is the best person to work with you and your family to make this happen.
 At Fairfield Infant and Nursery School we have an open door policy and encourage parents to talk to your child's class teacher straight away if you have any worries about your child.
You can also talk to:
 Jenny Allin - Headteacher
 Sarah Hewitt - Assistant Head and the schools Safeguarding Lead.
 Rachel Mellor - Family Support Worker
 Sometimes staff at school may spot signs that show a family may be finding things difficult and these concerns will be passed to the Safeguarding team who may invite you in for a chat to see how we can help.
 We have a designated Family Room within school where parents/caregivers can discuss their concerns privately. This is also used for multi-agency meetings and as a space for group work.
 We are also able to do home visits where appropriate.

Early Help Assessment
 This starts with an Early Help conversation. You'll chat with our Safeguarding Lead or Family Support Worker about what's going well and what's not going well for you and your family and they will let you know what sort of help is available. This conversation might lead to an Early Help Assessment (EHA). This is how we get a full picture about the whole family. We use it to help you see what is working well and identify the areas you could do with a bit of extra support. We will then create a plan where we will work together and include other agencies if needed to ensure the correct support is put in place for your family.
What happens after the Early Help Assessment?
 With your permission, people from different organisations working with your family will share information and work together to help support you and your children. This could be school, health visitors, counselling services, MAT, etc. This may then be followed by a 'Team around the family' meeting.
Why do I need to give my permission (also known as consent)?
 Your personal information belongs to you. Agencies can't share your information unless you agree, because your information is protected by law under the Data Protection Act.
What is a 'Team around the family' meeting?
 The family and workers involved come together to make a support plan. This is reviewed at regular intervals to ensure that progress is being made for your family and that the right support is in place. At this meeting, you'll choose a 'lead worker'. This can be any one of the people working with your family - you might choose the worker you see most often, or the person you find most approachable. Your lead worker will arrange the review meetings and be someone you can speak to at any point about any concerns or issues you and your family are experiencing.



Safeguarding at Fairfield Infant And Nursery School



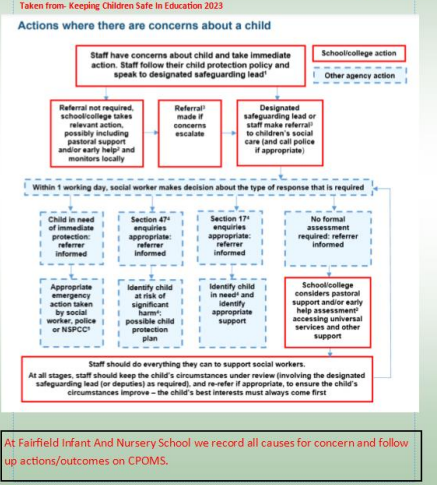
Have a worry or concern about a child's safety? Speak to one of our safeguarding leads. We are always here to listen and help.

 Mrs Allin Headteacher Deputy safeguarding lead	 Mrs Hewitt Designated safeguarding lead	 Rachel Mellor Family Support Worker, Deputy safeguarding lead
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Our school is committed to safeguarding and promoting the welfare of children and expects all staff as well as visitors to share this commitment.




Safeguarding Concerns Flowchart



Fairfield Infant And Nursery School Meet Our Family Support Worker




Rachel Mellor

What does a Family Support Worker Do?

- *Provide a listening ear and support to families.
- *Work as link between home and school, keeping lines of communication open between parents and school staff.
- *Provide opportunities for parents to meet with other parents through drop in sessions and groups.
- *Work with children in the school who need extra support.
- *Signpost parents and families to services within the area, depending on their need.
- *Help families by assisting them with the Early Help process.
- *Work with other professionals to help families achieve their goals.

Contact Rachel our Family Support Worker or Mrs Hewitt our Designated Safeguarding Lead
 Phone: 01298 22441
 Email: safeguarding@fairfield-inf.derbyshire.sch.uk

If you need someone to talk to about any aspect of family life, including behaviour, bedtime routines, meal planning or finances, there are a number of ways Rachel can help.



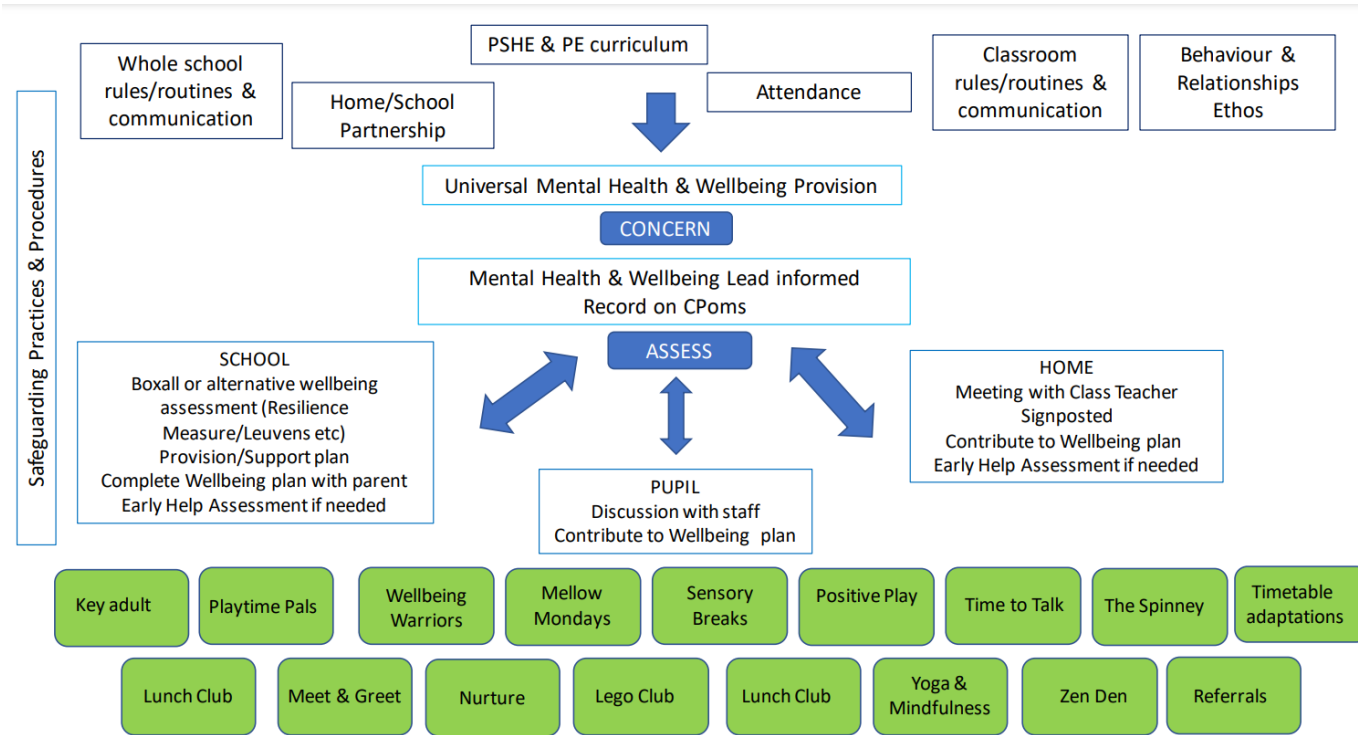
Family Support Worker drop in sessions
 Every Monday Morning - 9:00 - 11:00am
 Pop in for a brew and a chat about any worries or issues you may have or to just meet and share ideas with other parents.
 Wait in the main playground near the red fence next to the bungalow.
1:1 sessions can be arranged if needed.

Phone calls
 If you would prefer to talk on the phone, let the office know you would like a call from Rachel or email the safeguarding address.

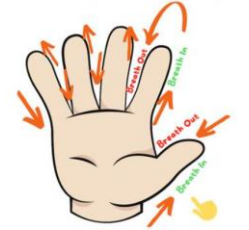
Safeguarding

Mental Health and Wellbeing

Our Mission Statement: Creating a Mentally Healthy Community



Five Finger Breathing



SEND offer –ambitious for ALL



Fizzy

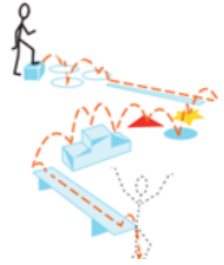
Precision Teach

Pastoral Support

We pride ourselves on being an inclusive school.

Evidence based interventions

ECAT



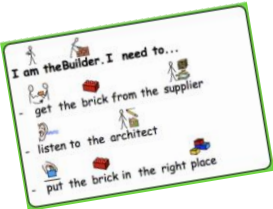
1st Class at Number

Lego Therapy

Protected curriculum

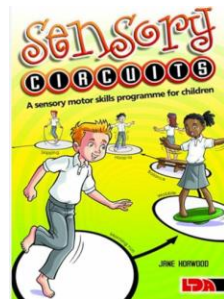
Nessy

Derbyshire Behaviour Box



Bespoke/ flexible curriculum

Alternative provision



SALT

Sensory circuits



Nurture

The support my child has received in school has been overwhelming. Members of staff have gone above and beyond, and are actively invested in my son's progress. I have felt genuine support and unity...which has restored my faith in mainstream education for children with SEN. (Parent Questionnaire 17.6.22)



Pupil Premium

Teaching

Local visits & visitors
Jolly Phonics, Jolly Grammar
Drawing Club
Dough disco
Scribble Club
High staffing ratio
Quality interactions
Bright Futures” – learning through
creativity project
Outdoor learning
Knowledge organisers – expansion of
vocab
sports/music
Pastoral provision
PSHE rich curriculum

Targeted

Attachment time
Relax kids
Fun Friday
Sensory circuits
Bespoke SEMH provision
Lego Therapy
Behaviour Box
School led tutoring
ECAT
SALT
Extra reading-individuals and
groups
Evidence based interventions

Wider offer

Attendance support
Early Help offer
Breakfast
Equipment loan
New Starters stationery pack
Lending Library
Funded places in clubs
Support for trips

Attendance

- A Team
- Early Help
- Fixed Penalty Panel
- Attendance Rewards
- Daily communication – Family Support Worker

Attendance in a Nutshell 2022-2023

At Fairfield Infant and Nursery School we believe that good attendance and punctuality are essential if children are to take full advantage of school and gain educational and social skills that will equip them for life. We are committed to working hard to support all their families to ensure that all children have good attendance. We aim to keep attendance at 95% or above.

The Attendance team meet every half term to look at individual children's attendance. Our target group are those at 90-95%, letters are sent home and support is offered through our FSW.

Letters are sent to all those below 90% We look at the reasons why their attendance is so low and if appropriate invite parents in to an attendance panel meeting. If no improvement is seen then an Early Help Assessment may be offered if appropriate or parents fined.

Academic Year 2022-2023

Identified group	Attendance
All	93.44%
Boys	92.44%
Girls	94.52%
Pupil Premium	91.18%
SEND	93.39%
Persistent absentees	82.81%

Autumn 2022

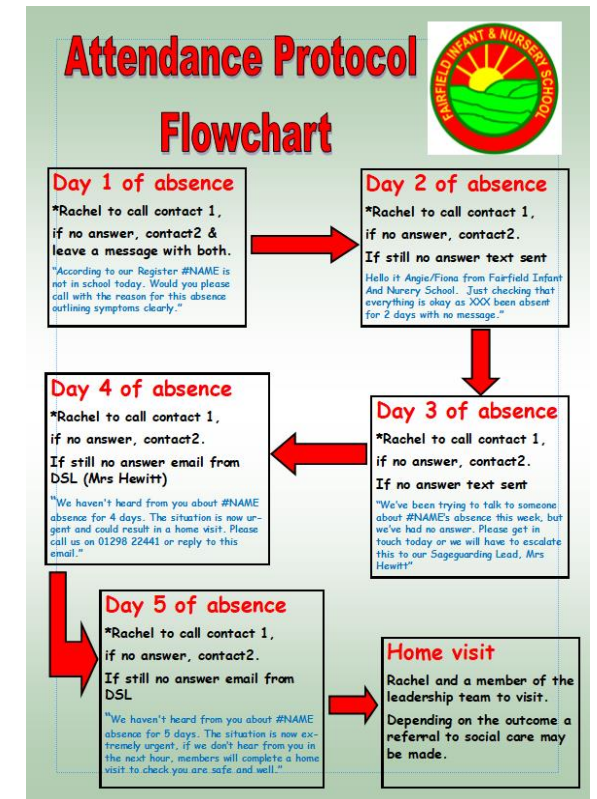
Identified group	Attendance
All	93.24%
Boys	92.06%
Girls	94.04%
Pupil Premium	91.68%
SEND	91.02%
Persistent absentees	84.42%

Spring 2023

Identified group	Attendance
All	93.38%
Boys	92.62%
Girls	94.31%
Pupil Premium	91.63%
SEND	90.01%
Persistent absentees	82.41%

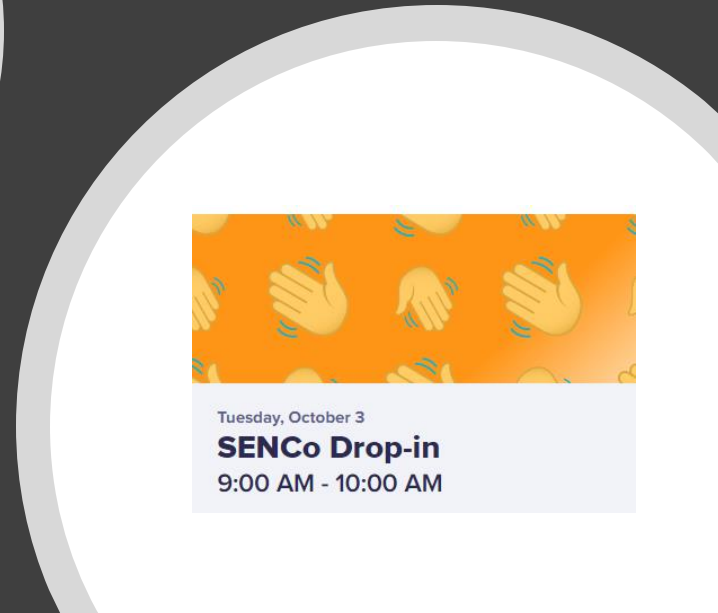
Summer 2023

Identified group	Attendance
All	93.71%
Boys	91.62%
Girls	94.23%
Pupil Premium	92.81%
SEND	92.81%
Persistent absentees	81.61%



Our offer to families

- Family Support Worker
- Drop-in and targeted work (e.g. Stay and Play, reading support, cookery course)
- Wellbeing sessions for parents
- Open door policy
- Cooking Club
- Parent Workshops
- Craft Club



Our offer to staff

Flexible working wherever possible	Opportunities for professional and career development	Consideration of workload	Supportive environment	Signposting	Open discussions and mutual support
Tagging in colleagues	Curriculum Teams and meetings	Non-contact time	Open door policy	Wellbeing activities-Secret Santa/Meals out	Cakes from the kitchen!
Sweet treats	Clothing/book swaps	Checking in	Clusters	Accepting of diversity	Staff and PPA room