



St. Stephen's CE RSA Academy
Mabey Avenue
Redditch
B98 8HW
Tel: 01527 63911

Email: office@ststephensfirst.worcs.sch.uk
Principal: Mrs Sarah Callanan (BEd Hons)

Wednesday 10th November 2021

Mr. J. Morris and Ms. E. Goode,
35 Archer Road,
Redditch,
Worcestershire. B98 8DN

Dear Mr Morris and Ms Goode,

In response to your second letter dated Wednesday 10th November 2021.

We do feel that John requires extra support with his understanding of and skills to socially interact with others which is why we have requested that you meet with Complex Communication Needs to enable us to support John more fully at school. Therefore, we called the meeting on Friday 12th November 2021 for you to meet Nicky James and feel more confident and informed to allow Nicky to support John's needs. You have commented on at least two occasions that John struggles to socialise. We have similar concerns and want to support John to feel comfortable and able to communicate his wishes and feelings.

You have stated in your letter that you do not wish to attend this meeting and would like written notes and details by all at the meeting. As the meeting is for your benefit to reassure you of Nicky James's role and why we want her to work with your child, the meeting will be cancelled.

If a school is requesting an outside agency to work with a child, it is because we are concerned that there are barriers that will prevent a child from meeting their full potential both academically and socially. It is a very expensive process and not one the school invites lightly, especially when there are other children in school who are currently waiting for this service too.

We have not told you exactly what we think is wrong with John. We have met with you twice now and voiced our concerns that John requires extra support to meet his social and emotional needs. It is for Nicky James to determine what those needs may be, which is why we want her assistance.

We most certainly have not 'got it in for John' and there would be no motive to engage such an expensive time-consuming service if there were no genuine concerns regarding John's interactions with others.

John should not be being kept off school unless he is ill. The exclusion for John was for the afternoon of Tuesday 9th November 2021 only and therefore keeping John off if he is not unwell would be recorded as unauthorised as legally, if he is not ill, he should be in school.

There are other children in the class who have difficulties which are similar to John's and their parents have been informed of our concerns and necessary actions taken. The school has no control over who applies for a place at the school and sometimes that means that more than one child with special needs is in attendance in the same class. This is a situation we are used to dealing with and we must teach the children when they arrive to make good choices and not copy those not making good choices. That is all part of the normal expectations we have in school.

All children are new to Reception, and they must learn to play and learn together appropriately. This takes time. We need to teach John not to copy or instigate behaviour that will lead him to making the wrong choices. We would appreciate your support to do the same.

Had you allowed me to communicate with you verbally, you would have known the circumstances surrounding the incident. The teacher verbally told you about the incidents from the 8th of November 2021 and you prevented me verbally disclosing the incident arising on the afternoon of 9th November 2021 stating you wanted it in writing and to read it with your partner instead. As stated in my first letter, when you expect everything in writing you must expect a time lag. It is not reasonable to expect immediate written responses before we have had the opportunity to unpick the details and whilst staff are engaged in teaching directly with other pupils. Furthermore, we then need time to record and type up the incidents accurately. This also takes time.

If you are expecting Senior Leaders to liaise with you, you must also pay regard to the fact that they have many responsibilities, and you should not expect immediate responses.

As stated in our Behaviour Policy enclosed, where there are more serious incidents our usual practice is to engage 'outside services' such as Complex Communication Needs or Behaviour Support Services for instance. It is also our normal practice where fixed term exclusions have occurred to set up a PSP meeting with the Parents. This is a Pastoral Support Planning meeting, where a child's needs are discussed. We set targets for the child, examples were supplied in the previous letter, and we work with the parents to ensure the child fully understands the expectations we have of their behaviour in school. These meetings are every two weeks and are designed to try to prevent further episodes of incidents leading to exclusions whilst awaiting advice and support from outside agencies. They are usually 6-18 weeks in duration. This in most circumstances is an appropriate length of time. We would however need yourself and your partner to engage with this process.

We do not encourage parents to come in and volunteer to witness incidents. First and foremost, we do not invite adults into school if they are not properly checked by way of a DBS. You would need two references and a police check to do so. Secondly, I would expect a member of staff to question your motives for requesting this. It is not a practical solution, and you will not therefore be invited to act as a witness to incidents in school.

If you are questioning our integrity as an organisation and our motives in getting your child support, I do hope that this letter has gone some way to calm your fears.

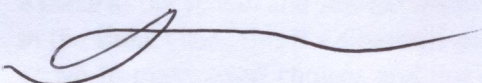
We will need a meeting once John is back at school, to enable us to settle John back into school and set him some targets to work on. These will be simple targets such as:

- Use kind hands and feet
- Follow instructions from your teacher

These will need to be discussed at this meeting. Usually this is a very short meeting to welcome John back and let him know what we need from him to have a successful day.

We have arranged this meeting for Thursday 11th of November 2021 at 8:30am. Please report to the office upon arrival. We encourage John to attend this meeting as it is about setting him targets to enable him to have a successful Reception year.

Yours sincerely,



Mrs. Sarah Callanan
Principal

Encls. SST Behaviour and Discipline Policy 2021/2022



BEHAVIOUR and DISCIPLINE POLICY

Recommended by:	SC
Recommendation Date:	22.06.2021
Ratified by:	LAGB
Signed:	<i>V E Jackman</i>
Position on the Board:	Chair of LAGB
Ratification Date	22.06.2021
Next Review:	June 2022
Policy Tier (Central/Hub/School):	School

OUR MISSION:

WE ARE COMMITTED TO THE CHRISTIAN ETHOS - THAT EVERY CHILD IS SPECIAL IN THE EYES OF

GOD AND WE TEACH THAT ALL PEOPLE SHOULD LOVE, CARE FOR AND RESPECT ONE ANOTHER AND OUR PLANET.

It is our ambition that all our pupils use our 5 Christian values Love, Peace, Hope, Compassion and Forgiveness to achieve our vision and mission.

‘A New Commandment I give you, ‘Love one another as I have loved you.’ John 13:34 It is from this Commandment and the teachings of Jesus that we teach our children five Christian values.



Behaviour and Discipline Policy

We aim to help children to take personal responsibility for their own behaviour. Pupils should conduct themselves appropriately and calmly showing an exemplary level of respect for each other and adults. Aggressive behaviour, whether it is verbal or physical, is not acceptable. Neither is dismissive, rude, or disrespectful behaviour. We strive to ensure that our school is a safe, secure, and happy place in which children can actively learn and develop.

At St Stephen's CE RSA Academy we encourage good behaviour by a positive approach. We praise good behaviour and strive to build up the self-esteem of individuals. We aim to teach our children self-discipline, co-operation, respect, and tolerance, as well as a positive sense of self-worth.

We aim to inform parents about their child's behaviour through both informal and formal meetings.

CORE PRINCIPLES:

- Use the language of choice (good choices and poor choices).
- Actively build trust and rapport.
- Model the behaviour you want to see. ☐ Always follow up on issues that count.
- Keep calm when responding to bad behaviour.



REWARDS AND SANCTIONS:

Children demonstrating regular and consistent behavioural difficulties must be identified as quickly as possible. Consistent poor behaviour will trigger an early discussion with parents.

Children are given the choice as to their behaviour but must be made aware of the consequences of their response. Consequences must occur. The consequences of the choices made, either good or bad, may be seen as rewards or sanctions which are used deliberately to promote and encourage good behaviour.

Rewards:

At St Stephen's CE RSA Academy we consider the following to be pointers which must be adhered to for the rewards to be considered effective:

- Rewards should be given immediately or as quickly as possible and not deferred.
- Rewards should be given, which the children consider to be rewarding.
- Acceptable, good behaviour should be rewarded consistently and frequently.
- Children should only expect a reward when they have done as asked.
- As acceptable behaviour becomes established, children should expect tangible rewards to be replaced by social ones and that rewards may be less frequently received and for higher standards of behaviour or work.

The following list of rewards is felt appropriate for our school:

- Verbal praise
- Use of Zone board
- Awards in a teacher's award system
- Use of Golden time to promote and reward good behaviour. ☐ Praise and reward from other children and staff
- Principal praise for individual or class achievement.
- Informal messages to parent(s) acknowledging achievement e.g. a quiet word, short note or showing work to a parent.
- Achievements recorded in our Shooting Stars Assembly.
- Achievements shown to a school assembly.
- Team Points
- Tea with the Boss (Every half term two children from each class are nominated to have tea and cakes with the Principal) or another suitable reward for pupils who are good role models for others.



Lunchtime rewards:

- Pom-poms – caught you being good, rewarded to individuals for caring attitudes, playing nicely etc.
- Special certificates in Values assembly
- Top table every 6 weeks for pupils with consistently good behaviour nominated by lunchtime staff. (From every class)

Sanctions:

It is important that sanctions should be seen as fair and not applied without the child having a clear understanding of the reason for the sanction.

At St Stephen's CE RSA Academy we consider that when sanctions are used the following points must be adhered to. It is based on a three-point system during learning time, playtime, and lunchtime.

- Sanctions should be applied calmly, not in anger, and always consistently.
- A private reprimand should be the initial aim to ensure that the child is not rewarded with too much individual public attention.
- All sanctions should be tempered positively. Children should expect further guidance about future behaviour.
- The deed should be seen as the focus of the sanction not the child.
- Sanctions should be applied as soon as possible after misdeeds.
- Sanctions must be appropriate to the misdeeds.

The following may be acceptable sanctions:

- Loss of individual or class privileges.
- Loss of playtimes.
- Exclusion from clubs.
- Completion of work if work related behaviour has been involved.
- Peer pressure.



Children should start each day afresh unless unavoidable, (Incidents happening at hometime.)

Line Management of Pupil Behaviour:

- Class teacher; Informal chat with parents. This will be at the discretion of the teacher.
- Vice Principal; for praise as well as discipline.
- Principal; for praise as well as discipline.
- Behaviour chart for poor choices at lunchtime, learning time and playtime. (Three times on the chart and parents are requested to come in and speak with the Principal to set targets.)
- Calling in outside agencies e.g. Educational Psychologist/ Social Worker/LSS/BSS etc.

Lunchtime sanctions: (Outdoor and Wet Play)

- Step 1: Quiet word, raised eyebrow for slight misdemeanours.
- Step 2: 5 minutes out to reflect and walks with lunchtime supervisor if cheeky or uncooperative.
- Step 3: Child is taken inside to lead lunchtime supervisor to miss the rest of play.
- Step 4: For serious or aggressive behaviour child is sent to / or send for Vice Principal / Principal.

Lunchtime sanctions: (Hall)

- Step 1: Quiet word, raised eyebrow for slight misdemeanours.
- Step 2: 5 minutes sat on bench to reflect if cheeky or uncooperative.
- Step 3: For serious or aggressive behaviour child is sent to / or send for Vice Principal / Principal.

Class time sanctions:

- Step 1: Quiet word / raised eyebrow.
- Step 2: Use of zone board, moving children up rapidly once desired behaviour is recognised.
- Step 3: For persistent minor disruptions sent to partner class with work for 10 minutes.
- Step 4: Sent to Senior Leader for persistent disruption recorded on chart.
- Step 5: Parents called in for meeting if poor behaviour persists. □ Step 6: PSP meetings scheduled regularly.



For serious behaviour miss out step 1-3.

We deem the following behaviour to be unacceptable at our school and steps will be taken to ensure such behaviour is dealt with in the appropriate manner.

Please see alongside our Exclusions policy, E-safety policy, and Safeguarding policy:

1. Repeated Bullying – physical, verbal, or emotional
2. Bullying which results in another pupil being seriously injured.
3. Swearing directly at an adult in school
4. Persistent disruptive behaviour
5. Acts of physical aggression/violence towards another pupil or adult
6. Possession of an offensive weapon
7. Possession of an illegal drug (including tobacco and alcohol)
8. Sexual violence or sexual harassment
9. Sexting (Also known as youth produced sexual imagery)
10. Initiation / hazing type violence and rituals

If the child has serious behavioural or emotional difficulties, Beacon Support Services may need to be contacted to give support after observing the child. For this to take place parents will be required to give their consent and then remain in consultation with the school as well as the services.

The Principal has the right to temporarily or permanently exclude any pupil whose poor behaviour is serious and/or persistent. For the child at risk of exclusion, a Pastoral Support Plan will be implemented to help the child. This will initially be in place for six weeks and will be regularly monitored by a recognised service.

INVOLVEMENT – THE WAY TO OWNERSHIP:

It is hoped that by sharing the content of this behaviour and discipline document, it will become a “Living Document” – realistic, regularly reviewed, developed, and updated and understood by children, parents, and governors.

This document provides wide unity of practice in supporting and enriching the development of our children, their happiness, and their ability to manage themselves, in an increasingly complex world. Self discipline as well as a shared understanding and purpose makes behaviour management a worthwhile enterprise.

