



St John's C of E Primary School

Together we grow stronger

Headteacher Mr B Basinger-Adams Chair of Governors Mr J Alpin



September 2018

Dear Parents and Carers,

Following on from the Parent Survey of July 2018 here are the actions relating to the key areas raised:

Clarify the school behavioural system:

Our Behaviour Policy, including the Behaviour Sanction Flow Chart that details some of the types of behaviours that are not acceptable, are on the school website and provide full details.

We provide clear and consistent behaviour expectations for the children. Rest assured, the children know our school behaviour system – we go through it regularly with them each and every day in class, through PSHE lessons, through collective worship, through our rewards systems. Our behaviour expectations are, as follows:

The St John's Way

Together we grow stronger – in our hopes, hearts and minds: with

RESPECT: as we respect everyone equally, caring for all of creation

LOVE: as we are gentle and loving to one another and have a love of learning

TRUST: as we trust in God and become trustworthy global citizens

JUSTICE: as we are just champions of fairness, forgiveness and equality

FRIENDSHIP: as we nurture rewarding and enduring friendships

HOPE: as we challenge ourselves to be the best we can be

PRIDE: as we practice excellent learning powers

HEALTH: as we make safe and sensible choices, mindful of our happiness.

If children make a choice not to follow these 'WAYS' then the sanctions are applied according to the Behaviour Sanctions Flow Chart: from verbal reminder (GREY), to 5 minutes time out (BLUE), to extended time out (YELLOW), to internal exclusion (ORANGE), to external exclusion (RED) and eventually to reduced timetable, and finally managed move to another school. Parents will receive notification after a 'build-up' of (Blue), or with a (Yellow), (Orange) and (Red) incident, and a Behaviour Chart may be applied. Please see the Behaviour Policy for full details of the Behaviour Sanctions Flow Chart.

All children, will at some point 'push the boundaries' and receive a minor sanction. But now, after significant school improvement, it is only a few children that continue to exhibit repeated poor behaviour choices to the extent it manifests as a negative habit. Sadly these children are easily identified in the eyes of the other children.

With regards to specific behaviour incidents: at times we recognise that we may not know the full details and more may come to light at a later time - on these occasions, working together, we can identify them and amend approaches appropriately. However, on the vast majority of occasions our sanctions will stand. We find that when parents support us it becomes successful. When parents work against this approach it confuses the child, often leading to further negative behaviours, impacting on their emotional wellbeing as they 'stand out' even more from their peers, and eventually impacting on their academic progress.

Boreham Road, Warminster, Wiltshire, BA12 9JY

Telephone/Facsimile: (01985) 213446

admin@st-johns-warminster.wilts.sch.uk

St John's C of E Primary School

Together we grow stronger

Headteacher Mr B Basinger-Adams Chair of Governors Mr J Alpin

To encourage good behaviours and develop positive habits, we have a wealth of rewards as follows:

- Verbal praise / thumbs up
- House tokens for anything from good manners to good effort, good learning powers, good pieces of work, good homework, etc – these contribute to a weekly total for their house
- Class marbles – each class will have a class target it is aiming for – a class reward will be issued when this is achieved
- Gold Peg for those children who have behaved well all day – at the end of the day they receive a 'raffle ticket' – at the end of the week one ticket is drawn and a prize given. The more raffle tickets the more chances
- Merits for a very good piece of work, including homework, for that particular child – over time they can earn a bronze, silver, gold, platinum Merits certificate
- Weekly Presentation award for each class for the child who does some great maths or written work that week
- Weekly Role Model award for the child who has exemplified our WAYS that week
- Weekly Learning Power award for the child who has shown great learning that week
- Weekly Headteacher award for the child who has done something amazing that week
- Reading Olympiad's for those who read lots at home – over time they can achieve a bronze, silver, gold, platinum and then become a reading ambassador. Please note that the only way we can identify these is if you record your daily reading with your child in the reading record
- Maths Stars for those who achieve their maths fluency objectives – over time they can achieve bronze, silver, gold, platinum and maths ambassador
- Spelling Bars for those who achieve their spelling objectives – over time they can achieve bronze, silver, gold, platinum and spelling ambassador
- Termly Star of the Term (a major award) for the child who has been consistently good all term in many ways
- Termly Excellent Attendance
- Annual Excellent Attendance
- Saints awards – covering key areas of achievement in their journey through our school relating to different strengths
- Pupil of the year (a major award) for the child who has been amazing all year in many ways – a major award
- Eagle standard awards (our pinnacle awards) covering various subjects, endeavour, behaviour, community work

Please note that these awards are open to all children to achieve regardless of ability or need. They are based on each individual child's learning abilities and behaviours and are not about being the 'best in the class'.

Clarify the school behavioural system with regards to incidents between peers:

Any behaviour incident in relation to falling out with their peers will be treated in line with our Behaviour Policy and Behaviour Sanction Flow Chart.

We are a 'telling school'. We encourage all children to tell an adult if there is an incident – if we have not seen it then we cannot take action otherwise. This is not 'dobbing-in' or 'snitching'. Such language is archaic and does nothing other than to isolate the child from being safe, enable the behaviour to continue and make the situation worse. Furthermore, if something serious happens to

Boreham Road, Warminster, Wiltshire, BA12 9JY

Telephone/Facsimile: (01985) 213446

admin@st-johns-warminster.wilts.sch.uk

St John's C of E Primary School

Together we grow stronger

Headteacher Mr B Basinger-Adams Chair of Governors Mr J Alpin

that child then they might be confused as to whether or not they should tell. We would encourage parents not use such language.

We teach the children to be assertive human beings (see the chart further on) and hold their hand up to each other in a 'stop sign', saying in a calm but assertive voice: "Stop, what you are doing is making me feel sad" and then to explain what the negative action is and what they would like the other to do. This is not rude, mean, or bullying, this is being assertive.

We work with both children (or groups if it is as such) through 'Restorative Justice' to help them discuss their issues with each other, resolve their differences and move forward together.

Our PSHE programme, Collective Worship programme, and St John's WAY provides lots of guidance about how to get along with others and how to solve things when they go wrong from time to time.

Our PSHE programme provides a traffic light approach to 'fixing a friendship'.

If, as is very rarely the case, two children simply cannot get on, we teach them strategies to manage being in the same class / hall / playground as each other without causing incident.

We find that when parents support us it becomes successful. When parents work against this approach it confuses the child, often leading to further negative behaviours, impacting on their emotional wellbeing and eventually their academic progress.

WHEN THERE IS A PROBLEM WITH ANOTHER			
DO NOT BE:			
A TIMID MOUSE – who does not speak out when things are wrong or unfair.	A SLY FOX – who goes round behind other people's backs gossiping & spreading rumors, or who gives rude or mean looks, or who says rude or mean things.	An ANGRY LION – who shouts at others, is aggressive towards others, who pinches, scratches, hits, kicks, fights.	A BULL – who is a bully or behaves in other ways that constitute peer on peer abuse (some of which is also included in the ANGRY LION).
ALWAYS BE:			
An ASSERTIVE HUMAN BEING – calm, clear, neutral face, hold your hand up in a 'stop sign', use a calm but firm voice saying: "Stop, what you are doing is making me feel sad" and then to explain what the negative action is and what they would like the other to do.			

Clarify the school's pastoral system:

All children know, and are reminded very frequently, that if they have a worry or concern, they must speak to an adult about it. Parents should regularly remind children that the school does this, and support their child to speak to an adult. A poster in every class / space reminds the children who they can talk to about a worry.

However, some children find it difficult to do this at times so to support these occasions every child has a peg that they can place on an emotions chart each day. This 'signifies' to the adults which child might want a little chat about something that is bothering them. An adult will then talk with them that day. This emotions chart aims to help all children to recognise that 'ok' is the equilibrium in life

Boreham Road, Warminster, Wiltshire, BA12 9JY

Telephone/Facsimile: (01985) 213446

admin@st-johns-warminster.wilts.sch.uk

St John's C of E Primary School

Together we grow stronger

Headteacher Mr B Basinger-Adams Chair of Governors Mr J Alpin

that we all want to attain – helping them to build the resilience to cope with more significant problems and avoid the more destructive aspects of 'exhilaration'. Emotional yoyo-ing does not lead to good mental health. Our systems also help the children to recognise that some minor concerns can actually be something that should not actually be a concern at all – helping them to learn not to over-react or create a mountain out of a molehill does help them to build a more healthy mental equilibrium.

Our PSHE and Collective Worship programme provides education on good values, managing emotions, managing relationships, empathy, rules to keep us safe, and working as part of a community without being driven by a focus on themselves.

Our values and behaviour policy encourage good pastoral relations.

Each week in PSHE, and at various other times in the week we practice mindfulness techniques with the children to help them to understand and manage their emotions.

We have dedicated staff who are trained as ELSAs (Emotional Literacy Support Assistants) to help children who need a little more of a chat.

For those children who do struggle we have a range of strategies to help them such as comfort toys, quiet space, and 'wellbeing checkers' charts to have regular planned sessions to meet with someone to check how things are that day/week.

Radically, we also have a Nurture Base to support those with significant difficulties managing certain situations / behaviours – a provision that stands us apart from many schools.

We have a trained Mental Health First Aider to advise staff and parents with regard to any pastoral concerns.

We have a SENCO who will have additional conversations with children and who will identify any outside support such as pupil mentors, welfare advisors, school nurse, and educational psychologists.

Every day staff are available at the start and end of day for a brief chat with parents. Parents can book a longer meeting if they have a concern, and teachers will do the same. 3x a year we report to parents on pastoral developments in our official reports (2x parent consultations, 1x annual report).

Improve how we will communicate about pastoral issues:

As detailed above, the school has a wealth of approaches with regards to pastoral care and communication with parents over pastoral developments. Indeed, this is beyond what is provided in many schools. It is difficult to identify how the school can improve pastoral communication with parents beyond this in a way that is manageable / sustainable for teachers.

However, we are arranging a parent forum to discuss this on WEDNESDAY 10/10/18 @3.15pm:

- a) how we can inform parents of the wealth of opportunity and provision already available***
- b) how we can improve general communication for all – what simple information parents might want***
- c) how we can improve communication with parents once a pastoral incident has been identified***

Boreham Road, Warminster, Wiltshire, BA12 9JY

Telephone/Facsimile: (01985) 213446

admin@st-johns-warminster.wilts.sch.uk

St John's C of E Primary School

Together we grow stronger

Headteacher Mr B Basinger-Adams Chair of Governors Mr J Alpin

Improve how we manage persistent poor behaviour – disruptive behaviour:

Unfortunately, there are now those children who persistently choose poor behaviours – this may be because it has become habitual, they are confused, or it may be linked with a diagnosed condition. Our behaviour in our school has become so good on a general level that these children do 'stick out'.

We have a range of strategies to manage these children:

- go to another class, or work in the corridor outside of the class, or work outside the Headteacher's office so as not to cause further disruption
- engage with their parents through a behaviour chart in order to find ways to change the negative habit for attention to a positive habit (linked school and home rewards)
- attend our Nurture Base (for those children with more difficult to manage disruptive tendencies) in order to provide a space for them to continue learning themselves but to remove them from further impacting on other children's learning

However, as the parent survey has pointed out that this is a concern, perhaps the final recourse is to follow the Behaviour Sanction Flow Chart to the logical conclusion – fixed term exclusion leading to permanent exclusion.

We are arranging a forum to discuss this on TUESDAY 18/9/18 @ 3.15PM.

Improve how we manage extreme behaviour including bullying (and cyberbullying):

We follow our Anti-bullying policy, and our Behaviour policy. We investigate all allegations of bullying, sometimes finding that it is not bullying but rather it is 'rude' or 'mean' behaviour.

The government has recently updated the recommendations for schools with regard to these types of incidents of extreme behaviour. We have now updated our Behaviour Policy, our Child Protection Policy and our Anti-bullying Policy as a result. **Bullying is now classified as a type of behaviour called 'Peer on Peer Abuse' and is to be managed under the Child Protection Policy rather than being just a part of the Behaviour Policy. Types of behaviour classified as 'Peer on Peer Abuse' include: physical violence, sexually harmful behaviour, bullying, cyberbullying, sexting, initiating/hazing, honour-based violence, prejudiced behaviour. We have created a specific Peer on Peer Abuse Policy and have included references to this in our Behaviour Policy, Anti-Bullying Policy and Child Protection Policy.**

Types of Peer on Peer Abuse do appear on our Behaviour Sanction Flow Chart, and will be dealt with accordingly. However, as this type of behaviour is now classified as Peer on Peer Abuse it will also be regarded as a SAFEGUARDING CONCERN.

Full details can be found in our Peer on Peer Abuse Policy but our procedure is:

Stage 1 = Being made aware

We may be initially made aware by an allegation made by parents, other adults, staff, pupils, other pupils. At this stage we will then:

- *Discuss with the children concerned individually and then together (as part of our Restorative Justice Approach), at both times explaining the definitions and expected behaviours. This record will be kept in the Child Protection system.*

Boreham Road, Warminster, Wiltshire, BA12 9JY

Telephone/Facsimile: (01985) 213446

admin@st-johns-warminster.wilts.sch.uk

St John's C of E Primary School

Together we grow stronger

Headteacher Mr B Basinger-Adams Chair of Governors Mr J Alpin

- We will notify both sets of parents with an 'allegation of peer on peer abuse' letter, arranging a meeting to discuss strategies. This record will be kept in the Child Protection system.
- Monitor to gather any evidence – in order to make a clear decision

If at any stage, we have a significant safeguarding concern we will notify Social Services.

Stage 2A = Decision – that it is not peer on peer abuse

- If, after a period of observation, a decision is made that there is no peer on peer abuse then the record will be kept in the Child Protection system in order to be used in future allegations should the need arise. The children will be told that there is no peer on peer abuse and will be supported to manage their friendship in line with our pastoral procedures. Parents will be informed that there is no peer on peer abuse and that they should support the children and school in helping the children to move forwards.
- If it appears that there are malicious allegations of peer on peer abuse being made by a child towards another we will regard this as a form of peer on peer abuse itself. The parent of that child will be informed. The parent of the child who had the original allegation made against them will also be informed. A record will be kept in the Child Protection system.
- If it appears that there are malicious allegations of peer on peer abuse being made by a parent then the parent will be issued with a 'notice of ban from the school premises' for a period of time. The school will decide on the period of time. If there are further negative developments from the parent the school will report the parent to the police.
- Support will be provided for children involved – see below

Stage 2B = Decision – that there is peer on peer abuse

- If a decision is made that the behaviour is peer on peer abuse, then sanctions and support will be applied

Stage 3 = Sanctions & Support

A) Sanctions and support for a child who is abusing another:

- Communication with Social Services if it is at a level of significant concern as this is often an indication of a wider SAFEGUARDING CONCERN for this child themselves
- It may be that Social Services decide that a Common Assessment Framework (CAF) is written with regular Team Around the Child (TAC) meetings involving parents, social services, the school Designated Safeguarding Lead (D/DSL). This would identify any additional support this child may require such as:
 - Home-school systems
 - Restorative Justice
 - Counselling
 - Social Services visits
- Issuing of 'Confirmation of Peer on Peer Abuse' notification to both sets of parents with the school sanction identified. This record will be kept in the

Boreham Road, Warminster, Wiltshire, BA12 9JY

Telephone/Facsimile: (01985) 213446

admin@st-johns-warminster.wilts.sch.uk

St John's C of E Primary School

Together we grow stronger

Headteacher Mr B Basinger-Adams Chair of Governors Mr J Alpin

Child Protection system. Sanctions applied are at the discretion of the Headteacher, and may include any of the following in any combination:

- *Internal exclusion for a period of time*
- *External exclusion*
- *Segregation from the other child as required in lessons, dependent on the situation, for a suitable period of time*
- *Segregation from the other child at playtimes. This is likely to be that the child will have their own playtime, not at the same time as the other children in the school, for a fixed period of time. This period of time will be determined by the school*
- *Withdrawal from any lunchtime or after school club privileges and withdrawal from any pupil councils, for a fixed period of time. This period of time will be determined by the school*
- *Counselling from staff or from an external provider for a period of time*
- *Social stories group work for a fixed period of time*
- *Behaviour Chart applied requiring playtime / lunchtime / end of school check-ins with a member of the Senior Leadership Team*
- *It may be that the school will need to produce a Risk Assessment against any further incidences. This will be kept on the Child Protection system.*

B) Support for the child who has been abused:

- *Records kept on the Child Protection system*
- *Support may include some of the strategies below:*
 - *Counselling from an ELSA or SENCO or HT or from an external provider for a period of time*
 - *Help and advice on assertiveness so as to help them develop healthy relationships*
 - *Wellbeing checker applied so that their wellbeing can have regular check-ins so as to see how they are managing*
 - *Additional Class PSHE sessions*
 - *Additional Key Stage or School Collective Worship sessions*
 - *Advice for parents as to how to support*

C) Ongoing monitoring of the situation will continue

Communicate the role of the Academy Council:

Academy Council Governors are local governors working with a particular school. The responsibilities of Academy Council Governors are set out in the Terms of Reference and Scheme of Delegation for each School (Academy) in the Acorn Education Trust. The Directors of Acorn delegate some of their governing functions to the Academy Council Governors.

In summary, the Academy Council Governors are the guardians of: the standards in the school, safeguarding, the school's identity and community ethos and the management of the finances and assets.

The role of the Academy Council has 3 strands; it is strategic, it is about holding senior leaders to account and making sure money is well spent. Academy Governors seek to offer the school and Headteacher challenge and support in equal measure.

Boreham Road, Warminster, Wiltshire, BA12 9JY

Telephone/Facsimile: (01985) 213446

admin@st-johns-warminster.wilts.sch.uk

St John's C of E Primary School

Together we grow stronger

Headteacher Mr B Basinger-Adams Chair of Governors Mr J Alpin

Governors work in close partnership while always remembering that it is the Headteacher's role to run the school.

The Academy Council meets 6 times per year in order to review school progress, safeguarding, identity, finances and provision. All Academy Governors attend these meetings.

Academy Governors may, from time to time, be asked to attend additional meetings in school with subject leaders, senior leaders, pupils and parents.

Governors each take specific responsibilities for monitoring and evaluating aspects of the School Development Plan and Strategic direction, as well as to supporting, challenging and holding to account specific subject leaders for developments in their subjects.

The Chairperson is elected by the Academy Council annually and appointed by the Directors of the Trust. The Chair of Governors meets with the Headteacher on a regular basis and also attends the Chairs of Acorn Education Trust meetings 3 times a year.

Communicate the role of the Acorn Education Trust:

The Acorn Education Trust was formed in August 2014 to create a local solution to a national strategy. Through close collaboration and a shared vision we believe each school will achieve great things while retaining their individual identity. Underpinning this close collaboration is a strong belief in our core purpose - "excellent leadership, excellent teaching and excellent learning".

Every Acorn school will thrive, as we will ensure the 5 strands of Acorn are evident in all that we do. Active and Visible Leadership, Care, Support and Challenge, Opportunities for all, Respect, Recognition and Resilience, Needs of all are Paramount.

Acorn Education Trust provide support services (financial overseeing, IT, HR, SEN support, school dinners, site maintenance to name but a few) to each school in the Trust to improve the efficiency, financial viability and effectiveness of provision.

Acorn Education Trust operates with an Executive Headteacher who provides support and challenge for the school leadership – holding the school to account for outcomes and provision. There is a CEO for the whole trust who sets the educational long term vision and strategy of the trust and holds to account the Executive Headteachers. The Trust is run by a board of directors who work with the CEO to set the strategy and long term vision. Please see the Acorn Education Trust for full details of the structure and personnel.

Conclusion:

We hope that these responses have clarified the key items raised by the Parent Survey. Working together, school and home, we aim to grow stronger so that each and every child may '*soar on wings like eagles, run and not grow weary, walk and not be faint*'. (Isaiah 40:31)

Kind regards,

Berkeley Basinger-Adams (Headteacher)

Boreham Road, Warminster, Wiltshire, BA12 9JY

Telephone/Facsimile: (01985) 213446

admin@st-johns-warminster.wilts.sch.uk