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Headteacher
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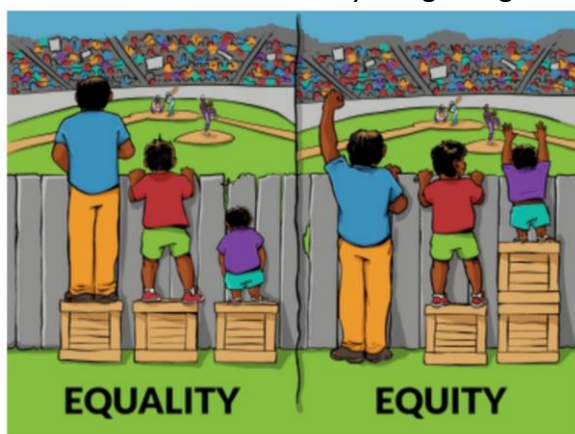
Dear Parents and Carers,

Following a number of conversations with Parents/Carers and some of the children, I wanted to share some context to some of the decisions we make in school.

As you will all be aware, we introduced a new behaviour policy and curriculum earlier this year, with the aim of having high expectations of all of our pupils and staff, to prepare them for the next stage of their journey - very closely linked to our READY vision for the school. When creating expectations and policies of this nature, as with our curriculum policies, we base our approach on the most up to date research and taking advice from external support and advisors, for example, local authority STEPS and the SEMH and Inclusion Team.

Our behaviour policy quite rightly has high expectations of our pupils. However, some children find meeting these expectations a real challenge. This is also the case with our academic curriculum - some children find accessing it difficult. When a child finds learning a challenge, as a school, we might use individual learning plans, different approaches or even apply for an Education Health Care Plan (EHCP) to provide the support needed.

At times, we need to apply a different approach to managing some children's behaviour. This may sometimes not seem fair but a different approach is needed to meet their needs. This may include a behaviour support plan (BSP). The image below demonstrates that giving everyone the same thing does not always create equity. On the left hand side, everyone is treated the same - this doesn't mean their needs are being met. The right hand image shows that by giving those most in need more support, everyone's needs can be met. Fairness is about everyone getting what they need not necessarily what they want.



Another real-life example could be that of a blue badge. Those in receipt of one, are provided with one to help meet their needs - that does mean others have to walk that little bit further but as a society, we know it is the right thing to do to support those with more needs.

Therefore, if you do need to have conversations with your children about the fact that other children may appear to be treated differently or that they may have processes in place that are not required by the majority of their peers, these are not rewards for 'being naughty' but support is in place to support their needs and make school a better learning environment for all.

I did briefly cover this very point in assembly this week- and will pick it up in another assembly soon.

I appreciate your support and understanding in trying to explain this difficult but important concept to our children.

Kind regards

Mr Garner
Headteacher

