A group of children are gathered around a large sheet of paper, drawing various school-related items. The drawings include a globe, a backpack, a computer monitor, a calculator, a ruler, a pencil, a bell, a stack of books, a girl sitting at a desk, and a house. Some children are using colored pencils and markers to color their drawings. The text "Case Study: Primary: Engaging with the Parents of Pupils Whose Behaviour can be Disruptive to Ensure Robust Behavioural Standards" is overlaid in white on the image.

Case Study: Primary: Engaging with the Parents of Pupils Whose Behaviour can be Disruptive to Ensure Robust Behavioural Standards

Setting the Context and School – Windmill Primary School

3 form entry

Reception to Year 6

Located in Oxford City

Culturally very diverse

SEND – 15%

Exclusions 2021 /22 - 1 child for total of 3 days –3 exclusions

2022 /23 - No exclusions this term.

Behaviour Policy

The school is committed to a positive approach to behaviour with establishing positive relationships between children and adults. This includes parents and carers.

Effective Parent partnerships are a high priority as working together is the very best way of supporting the children to learn and behave well.

It is really important to remember that behaviour is a form of communication. This is for both adults and children.

- Developing accessible communication systems that enable cohesive collaboration between teachers, pupils, and parents

- It's important that schools create a culture where parents / carers feel that they are part of the school community.
- There need to be both formal and informal methods of communication to allow opportunities to build relationships.
- Opportunities to engage with parents in a less formal way, such as a quick chat each morning to build stronger relationships and make school less threatening can be very effective.

How do parents like to communicate with school?

- There is a balance between having too many and not enough forms of communication. However, in our experience different parents engage with different forms of communication better than others
- Surveys out to parents to see what is working and what isn't can help clarify what is the most useful forms of communication.
- Options include
 - Facebook?
 - Twitter?
 - School Apps?
 - Staff emails?
 - Online platforms – Seesaw / Google Classroom?
 - Weekly newsletter?

Creating
a collaborative
culture.

Fostering a school
environment where
parent involvement
is encouraged.

BETTER TOGETHER



So how do you go about building that positive climate?

- COMMUNICATION is the key
- Be visible to your school community.
- Make the parents and their opinions feel valued.
- The teaching and support staff / SENCO also need to reach out to parents / carers so that there is positive and supportive communication established.
- Encourage parent volunteers. Having parents in school can help them see what really happens in the school.
- Home-school link worker – This role can be used to build bridges between home and school when necessary.
- Coffee mornings with the HSLW.

Continued

- Parents and carers need to be able to build trust in the school.
- Show you care about the child and that every decision you are making is in the child's best interest.
- When parents reach out, be it positively or negatively be available as soon as possible to meet.
- Reply to emails as soon as possible and show that you have listened.
- Be approachable!

Managing Angry Parents

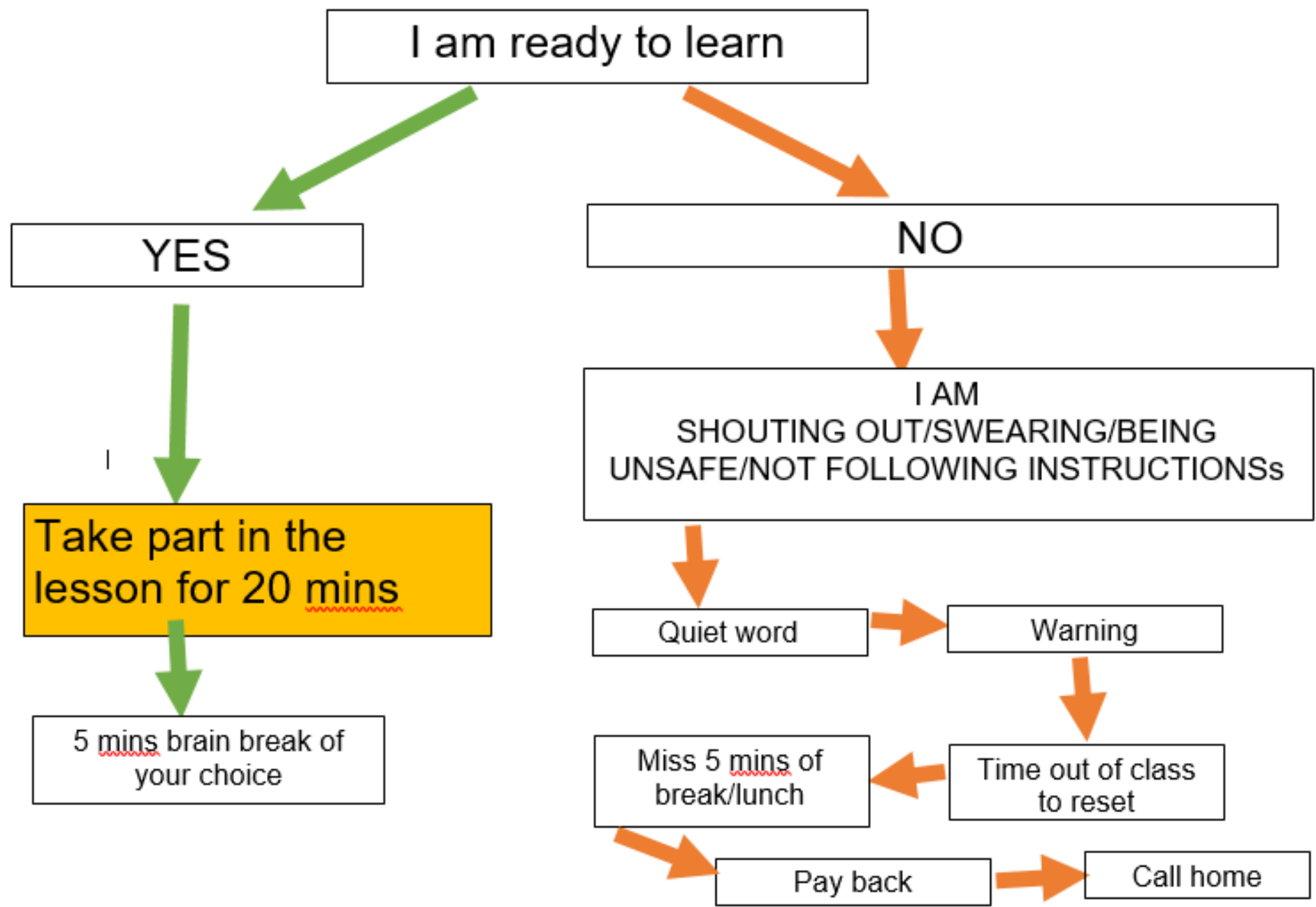
Why Do Parents / Carers Get Angry?

- Fear of school and authority.
- Lack of trust.
- They are themselves vulnerable and in need of support.
- They are finding their own child hard to manage.
- They don't feel they are being listened to.



Resources for working with parents of particularly disruptive pupils to encourage a comprehensive, wrap-around approach when improving behaviour .

- Clear plan in place of support which has been put in place alongside parents and the child eg “branching plan”
- Be very clear about the behaviours that are challenging the class teacher and the learning for other children in the class which are unacceptable.
- Set up daily communication between home and school ensuring that positives are shared even more than negative incidents.
- Put in additional nurture support for the child so that they are being supported with managing their emotions and feelings.
- Individual behaviour plans with built in incentives for success. Link to home too.
- Be consistent!



**Preventing
exclusions:
engaging with
pupils and parents
to tackle
high exclusion
rates and provide
targeted support**

- The partnership that you build with a parent is really important as when they support you. You are more likely to reduce the risk of an exclusion as the child has clear boundaries and expectations in place.
- Put in appropriate interventions to support the child with managing their emotions or their frustrations.
- Knowing what the triggers are so that incidents can be deescalated before the child is out of control which might have resulted in behaviours requiring exclusion.
- Highly trained adults to support.
- Be consistent with the child so they know where they stand with all adults.

Two parallel yellow lines are painted on a dark asphalt surface, running diagonally from the top-left towards the bottom-right. The lines are thick and clearly visible.

BE
CONSISTENT