

Contents

Unit 6.1PC	Guidance for parents/carers on how pupils are expected to behave in lessons	3
Unit 6.2PC	Helping parents/carers to prepare their child to participate fully in all lessons	13
Unit 6.3PC	Recognising how to support the behaviour children need to learn	25
Unit 6.4PC	Informing parents about rules and protocols in the classroom to support learning	31
Unit 6.5PC	Communicating with parents/carers about their child's positive behaviour in lessons	37
Unit 6.6PC	Supporting parents/carers in helping their child to consider the effect of behaviour on learning	45

6 Classroom behaviour unit: 6.1PC	
Title	Guidance for parents/carers on how pupils are expected to behave in lessons
Level	Getting started
Audience	Parents/carers
Purpose	<ul style="list-style-type: none"> ● To enable staff to develop materials that can be used to share school expectations of pupil behaviour with parents/carers ● To help staff raise awareness of expectations of pupil behaviour in the classroom with parents/carers
Possible use	<ul style="list-style-type: none"> ● Key messages leaflet to be sent home to parents/carers ● Inform discussion about behaviour for learning during parenting workshops ● Part of the school home agreement
Impact can be measured by	<ul style="list-style-type: none"> ● surveying parents/carers about their understanding of behaviour for learning; ● surveying pupils about what their parents/carers understand about behaviour for learning.
Links to other action plan toolkit sections	Everyday policies Curriculum Attendance Consistently poor behaviour Leadership and management
Links to other material in this section	Staff: Getting started 6.1S Incorporating and teaching high expectations of classroom behaviour in all lessons Pupils: Getting started 6.1P Enabling pupils to understand how they are expected to behave in lessons
Reference to other resources	<p>www.parentcentre.gov.uk Offers support, information and advice to parents/carers about their child's learning and the English education system</p> <p><i>An introduction to the Key Stage 3 Strategy for Year 7 parents and carers</i> (DfES 0071-2004)</p> <p><i>Improving attendance and behaviour</i> (Ofsted 2001) Report that analyses the action taken by schools to address serious problems of attendance and behaviour and to establish how this action relates to other elements of school improvement (see www.ofsted.gov.uk)</p> <p><i>Learning Journey – A parent's guide to the secondary school curriculum</i> (DfES 0124-2000)</p> <p>Parent partnership teams can offer independent advice and advocacy – contact your local LEA</p> <p>www.standards.dfes.gov.uk/homework Outlines the benefits of involving parents/carers with homework and planning tips for teachers on involving parents/carers</p> <p>www.parentsonline.gov.uk Wide range of information and advice for parents/carers to support their child's learning</p>

Guidance for parents/carers on how pupils are expected to behave in lessons

Introduction

Most parents and carers want their children to succeed at school. One way of improving the opportunities for success is for staff to communicate the behaviours for learning required in all areas of school.

Parents and carers need to know the kinds of classroom behaviours that are expected by all staff, and how they can support their children and the school. It is also important for parents/carers to understand that the behaviours being promoted are connected to learning rather than simply control.

Effective schools work with parents/carers to help them understand how to support their children in developing effective behaviour and learning.

The majority of parents met in the course of the inspections wanted more contact with schools... Most found schools responsive if they made contact over issues and valued the concern and time given by headteachers and their staff.

Ofsted (Improving attendance and behaviour in secondary schools, February 2001)

The implication of Ofsted's findings is that when parents/carers cooperate and are involved regularly with schools, the policy on behaviour for learning is more consistently and successfully applied.

The materials in this unit could be used with parents/carers to explore the issues surrounding the parent's/carer's role in supporting the school to promote positive behaviour. This can be done through discussion at parents' evenings, during relevant parents'/carers' workshops or during meetings with individual parents/carers.

Behaviour for learning – what it looks like in the classroom

It will help parents/carers to know that, in addition to learning objectives and expected outcomes, staff share with pupils the behaviour objectives at the start of and during lessons. The following activity could be used to initiate discussion about behaviour for learning at a parents' evening, within a parents' workshop, or with individual parents/carers.



Activity 1

Begin by asking parents/carers to reflect for a few moments on their own time at school.

- What kind of behaviour was expected of them?
- How did these behaviours help them to learn more effectively?
- How did staff help pupils to behave well?

You could ask parents/carers to imagine they were watching a lesson in school. What might an effective learner be doing? What behaviours would they see?

Next, you could ask parents/carers to look at the table on **Resource sheet 1**, which lists some of the behaviours of an effective learner. Parents/carers could use this table to help them talk to their child about their behaviour in lessons and to compare it with those behaviours listed on the table.

Parents/carers could go on to explore how their child feels about the way they behave in lessons and what, or who, supports them in improving their behaviour for learning.

How are pupils supported to develop appropriate behaviour for learning?

An understanding of the rules and protocols (expectations) in all classrooms will enable parents/carers to support their children more effectively. These learning behaviours relate to the smooth running of lessons, for example: 'sharing equipment', 'knowing what to do when help is needed', 'what to do when arriving late'. In some practical lessons these behaviours will be even more important, as pupils' safety is a high priority.

Parents/carers might like to know some of the ways that staff support pupils, for example, lesson objectives are written on the board together with behaviour objectives to remind pupils of what is expected and the behaviour they are aiming for. Staff model the behaviour they expect to see from pupils, so that they are leading by example. Parents/carers will be able to support their children more effectively if they understand what these objectives are and how they can be achieved.



Activity 2

This activity is designed to generate staff discussion in preparation for working with parents/carers to revise the home–school agreement and/or the key messages leaflet.

Ask staff to read and consider **Resource sheet 2a**, which provides three subject scenarios to illustrate how behaviour for learning objectives run parallel to subject objectives in lessons. Consider how this resource sheet could be used with parents/carers. (**Resource sheet 2b** is a completed version.)

Staff can then work in departments to draft behaviour for learning objectives that are relevant and related to their schemes of work. It is important that a forum for sharing ideas is provided for staff groups.

Resource sheet 3 several learning scenarios.

The purpose of this activity is to generate behaviour for learning objectives which, as well as being shared with pupils, can also be shared with parents/carers. Parents/carers may then begin to feel empowered to support the school's behaviour for learning objectives.

Consider how the outcomes of this exercise can (a) inform work with parents/carers in revising the home–school agreement and (b) how this activity could be adapted for use with parents/carers to help them support their child.



Activity 3

You could also use the scenarios on **Resource sheet 3** to help parents/carers to explore the range of behaviour needed in different settings and scenarios. You might want to create your own scenarios. The point of this activity is to consider the behaviours necessary to enable effective learning to take place.

Having produced a draft document for parents/carers, it is important that the effectiveness of policy is evaluated with parents/carers and the feedback incorporated into any revisions.

Next steps

The notes made during discussions and activities 1, 2 and 3 could be used to:

- develop guidance for parents/carers;
- review and inform the school policy on behaviour and attendance;
- form part of the home–school agreement;
- form part of a key messages leaflet on behaviour and attendance for all parents/carers.

Consider how you might get started on developing or improving home–school agreements and guidance for parents/carers. Parents/carers need to be involved right from the beginning to ensure that they feel included and able to fully support their child and the school.

Suggestions for how best to get started include:

- discussion between staff and parents/carers to explore how to develop guidance for all parents/carers and how to develop or refine the home–school agreement;
- feedback or suggestions from parents/carers about how they wish schools to proceed, perhaps using a feedback form;

- a survey of parents/carers about how to proceed, for example giving parents/carers options and asking for their views on which to use and why;
- a workshop with groups of parents/carers to explore future developments.

Summary

By the end of this unit:

- representative parents/carers will have explored behaviour for learning in a variety of classroom settings;
- staff and parents/carers working together will have agreed the most appropriate format for providing information on behaviour for learning to all parents/carers;
- parents/carers and staff working together will have begun to consider ways of developing guidance on behaviour for learning for the wider community.

Resource sheet 1

Behaviour	Example
Listens	<ul style="list-style-type: none"> ● Listens to other pupils and staff, does not interrupt, use putdowns or talk over another person
Collaborates	<ul style="list-style-type: none"> ● Cooperates with others in pairs or a group to complete a task ● Shares resources and ideas ● Helps others, takes turns, shares group roles ● Seeks the opinions of others
Is prepared	<ul style="list-style-type: none"> ● Arrives to lessons on time ● Brings the necessary equipment ● Completes homework
Asks for help	<ul style="list-style-type: none"> ● Asks other pupils for help ● Asks staff for help when not sure how to progress
Ignores distractions	<ul style="list-style-type: none"> ● Able to concentrate while others are off task ● Able to concentrate when there is noise ● Tells others he/she is trying to work when they try to engage him/her in conversation

Resource sheet 2a

Subject	Behaviour for learning objective	Outline of activity	Skills needed
English	To respect other people's views, opinions and ideas	<p>Pupils have been asked in groups to retell parts of a story. They have to agree what the main points of the story are and decide who will retell which parts of the story.</p> <p>The teacher models this process with the teaching assistant, using a section of the story.</p> <p>This shows pupils how they can negotiate and agree a way forward.</p>	
Mathematics	To listen to others, wait for turn to talk	<p>One of the subject objectives is for pupils to explain their methods. A supporting behaviour objective would be for pupils to listen to others and wait for their turn to talk.</p> <p>The teacher talks with the pupils about what is expected in paired discussion and also invites two students to demonstrate this in front of the class.</p> <p>Other pupils are reminded about how to communicate effectively.</p>	
History	To learn effectively with a partner	<p>Pupils have written a first draft of an essay which discusses whether William the Conqueror was a good leader. Pupils then work with a partner to assess each other's work. They are asked to focus on how the author develops an argument and back up their points with evidence. They then have to agree with their partner a learning challenge which can help them redraft the essay.</p> <p>In order for pupils to be more effective at peer assessment, the teacher models the process of having constructive feedback through dialogue.</p>	

Resource sheet 2b

Subject	Behaviour for learning objective	Outline of activity	Skills needed
English	To respect other people's views, opinions and ideas	<p>Pupils have been asked in groups to retell parts of a story. They have to agree what the main points of the story are and decide who will retell which parts of the story.</p> <p>The teacher models this process with the teaching assistant, using a section of the story.</p> <p>This shows pupils how they can negotiate and agree a way forward.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> ● listen to others' points of view ● agree roles and share responsibilities ● reach an agreement or compromise ● listen effectively ● express and give reasons for their own opinions
Mathematics	To listen to others, wait for turn to talk	<p>One of the subject objectives is for pupils to explain their methods. A supporting behaviour objective would be for pupils to listen to others and wait for their turn to talk.</p> <p>The teacher talks with the pupils about what is expected in paired discussion and also invites two students to demonstrate this in front of the class.</p> <p>Other pupils are reminded about how to communicate effectively.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> ● express themselves clearly ● take turns to explain their methods ● listen without interrupting ● ask appropriate questions and wait for a response
History	To learn effectively with a partner	<p>Pupils have written a first draft of an essay which discusses whether William the Conqueror was a good leader. Pupils then work with a partner to assess each other's work. They are asked to focus on how the author develops an argument and back up their points with evidence. They then have to agree with their partner a learning challenge which can help them redraft the essay.</p> <p>In order for pupils to be more effective at peer assessment, the teacher models the process of having constructive feedback through dialogue.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> ● reach an agreement or compromise ● listen to others' points of view ● express and give reasons for their own opinions ● express a learning challenge succinctly

Resource sheet 3

Learning scenarios

Design and technology

Pupils are producing number plates for their houses using a variety of machines in a large, open-plan workspace. Some pupils are still finishing their designs on paper

Modern foreign language

Pupils are learning how to ask for help and directions in a French town. They are working in pairs, and then performing their pieces for the rest of the class

Religious education

A form group are visiting the local mosque as part of their investigations into other religions

English

Pupils have a 50-minute English test on *Macbeth*, which must be completed in silence

Physical education

Pupils are learning ball-control techniques, first by watching a demonstration, then by individual work with markers on the pitch, then in groups, giving each other positive feedback

6 Classroom behaviour unit: 6.2PC	
Title	Helping parents/carers to prepare their child to participate fully in all lessons
Level	Developing good practice
Audience	Parents/carers
Purpose	<p>This unit addresses how the activities parents/carers do with their child at home can help schools support the child in developing positive behaviour. It can be used with and/or by parents/carers who would like to take a more active role in supporting their child to develop behaviour for learning. Parents/carers could:</p> <ul style="list-style-type: none"> ● engage in dialogue with their child about what they like or dislike about school and learning; ● help their child to improve their learning behaviour by discussing appropriate behaviour with them at home.
Possible use	<ul style="list-style-type: none"> ● Key messages leaflet to be sent home to parents/carers of identified pupils ● Prompt discussion, through a series of parent/carer workshops or with individual parents/carers about how they can talk to their child about learning and behaviour ● Part of the home–school agreement.
Impact can be measured by	<ul style="list-style-type: none"> ● surveying parents/carers about their understanding of behaviour for learning and how to support their own child; ● surveying pupils about how their parents/carers support them with their behaviour for learning.
Links to other action plan toolkit sections	<p>Everyday policies Curriculum Attendance Consistently poor behaviour</p>
Links to other material in this section	<p>Pupils: Developing good practice 6.2P Staying focused on the lesson when others are not working Staff: Developing good practice 6.2S Developing good role models of behaviour for learning and teaching for attendance</p>
Reference to other resources	<p><i>An introduction to the Key Stage 3 Strategy for Year 7 parents and carers</i> (DfES 0071-2004)</p> <p><i>Improving attendance and behaviour</i> (Ofsted 2001) Report that analyses the action taken by schools to address serious problems of attendance and behaviour and to establish how this action relates to other elements of school improvement (see www.ofsted.gov.uk).</p> <p><i>Learning Journey – A parent’s guide to the secondary school curriculum</i> (DfES 0124-2000)</p> <p>Parent partnership teams can offer independent advice and advocacy – contact your local LEA.</p> <p>www.parentcentre.gov.uk Offers support, information and advice to parents/carers about their child’s learning and the English education system</p> <p>www.standards.dfes.gov.uk/homework Outlines the benefits of involving parents/carers with homework and planning tips for teachers on involving parents/carers</p> <p>www.parentsonline.gov.uk Wide range of information and advice for parents/carers to support their child’s learning</p>

Helping parents/carers to prepare their child to participate fully in all lessons

Introduction

Pupils who arrive at their lessons with the correct equipment and their homework completed are better prepared for the new piece of learning about to take place. Parents and carers have an important role in supporting their children to feel confident by:

- using the pupil planner to ensure that their child leaves the house with everything they need;
- using the pupil planner to communicate with the school;
- encouraging their child to pack and check their school bag the night before;
- encouraging their child to contribute fully to individual lessons and wider school life.

The encouragement and interest of parents, carers and other important adults in children's lives can make a big difference to how pupils feel about school. It can give them the confidence to try out new skills and ideas and to learn from mistakes without feeling discouraged.



Activity 1

The checklist on **Resource sheet 1** can be used to start a discussion about behaviour for learning and to help set goals. If you have not already done so, consider using unit 6.1PC (Guidance for parents/carers on how pupils are expected to behave in lessons) to support parents'/carers' understanding of behaviour for learning.

Encourage parents/carers to personalise this checklist by:

- separating the short-term prompts from those which are more long-term;
- highlighting the prompts that are most suitable for their child;
- deciding on two goals that they will set with their child.

The checklist could also be used as a way of monitoring progress towards the goals and to set new ones.

Some parents/carers might not find the language used on **Resource sheet 1** very accessible. Consideration should be given to producing different versions of the resource sheet to make sure it is accessible to all parent/carer audiences.

Preparing pupils to manage their own learning

Often parents/carers are not sure about what they can do to help their child and support the school in promoting behaviour for learning. By having discussions about a range of situations, parents/carers can begin to play a more active role in supporting their child with their learning. These discussions can also help them to think through how they might deal with particular situations. The following activity can be used to prompt these discussions.



Activity 2

Preparing for a more active role

Resource sheet 2 describes eight scenarios in which pupil's behaviour is a cause for concern. These can be used:

- as the theme for a workshop or seminar with groups of parents/carers attending parenting workshops at the school;
- in workshops with staff and parents/carers;
- as a discussion topic with groups of parents/carers working with a member of staff;
- with individual parents/carers to address a specific incident involving their children (using relevant scenarios).

Parents/carers could do the following in pairs.

- Look at the scenarios and highlight the key topic in each one.
- Suggest one question they would want to ask a member of staff about the incident and two questions that they would ask their child.
- Decide what the outcome should be.
- List any actions that need to be taken and who will take them.

Conduct a general discussion with parents using these prompts:

- What have we learned?
- What are the best ways of helping our children?
- What language is most effective?
- What are the best ways of helping our children put things right when things are going wrong?
- How do we praise and reward?
- What should we do when our children make an effort to put things right?

Decide which actions would result in more positive behaviour, or would sustain positive progress.

Activity 3 is provided as an alternative to activity 2.



Activity 3

Give groups of parents an envelope containing a scenario, or a scenario on a card (made from **Resource sheet 3**). Ask parents to discuss the scenario and how they would respond to it and how these responses would contribute to promoting positive behaviour for learning. Some parents may like to act out some scenarios.

Conduct a general discussion with parents using the prompts outlined above.

Parents can then feedback their thoughts and ideas to the whole group for further discussion.

Resource sheet 4 provides a set of model responses to each scenario, which could be used to prompt parents/carers to engage in this discussion, or could be provided as a handout at the end of the session.

Next steps

The outcomes of these discussions could be recorded and used to:

- create a 'key messages' leaflet for all parents/carers;
- work with individual parents/carers;
- review the home–school agreement;
- review the school policy on working with parents/carers.

Resource sheet 5 may be given to parents/carers as a handout or summary of learning.

Discussions with parents and carers should be summarised and agreed so that they can be used as the basis for the next stage in the process.

Parents'/carers' views need to be accurately reflected both in information distributed and in policy documents.

Summary

By the end of this unit:

- parents/carers will have considered a range of approaches to helping their child participate fully in lessons;
- parents/carers and staff working together will have produced a draft guidance leaflet to include some of the strategies discussed.

Resource sheet 1

Supporting my child in developing their behaviour for learning

Look at the items on this checklist and identify any particular points for discussion with your child. Consider how this discussion could support your child to behave in a positive way.

Discussion points

- What he/she needs to take to school tomorrow. How you can help him or her pack their bag. Know your child's timetable – agree where it could be put up, for example, on the fridge door.
- If he/she has any homework, what he/she has to do and when it has to be handed in. Ask him/her if he/she needs any help to complete the homework. Look through books every now and then and discuss progress in each subject. Encourage your child by commenting on and praising the work you see.
- Talk about why good attendance is vital for progress and how the right breakfast, plenty of water, and food at break and lunchtimes helps concentration and learning.
- Encourage your child to use her/his school planner and keep a timetable of deadlines and share these with you. Encourage and praise her/him for meeting their deadlines.
- If he/she has any tests coming up, offer to help in revising for the test. Does he/she know which topics will be tested?
- What he/she has learned and enjoyed that day, which is her/his favourite subject at school and what he/she likes about it. What does he/she think he/she can do to make other subjects more enjoyable?
- If there are any lessons where he/she gets into trouble with the teacher. Why does he/she think that is? Is there anything your child can do to help the situation? Is there anything he/she could do differently in that lesson? Ask your child what he/she will do to promote positive behaviour in the class.
- If there are any lessons where he/she is doing particularly well, why does he/she think that is? What is his/her relationship with the teacher or other adults in that classroom? Ask how he/she could transfer behaviour for learning from this class to another? Ask how he/she promotes positive behaviour in this class.
- Talk about how he/she learns best in each subject and encourage him/her to remember this during lessons.
- Consider behaviours which will help him/her to learn during lessons and identify how you can help or support.
- Identify how he/she can support other pupils with their learning and how he/she feels staff in school could help support him/her to behave well. How could you use her/his planner to keep in regular contact with the school? In particular, remember to communicate and celebrate any breakthroughs and achievements. Ask your child about the rewards they may have received and where they are being successful.
- Talk to your child about how they feel about school. Encourage them to express their feelings.
- Discuss school rules and expectations and how they help him/her to develop behaviour for learning.

Resource sheet 2

Preparing for a more active role: scenarios for discussion

<p>You receive a letter from your child's tutor informing you that your son in Year 9 brought a mobile phone in to school and was sending text messages during the lesson. What do you do?</p>
<p>When you ask him why he has not been doing any homework, your Year 10 son tells you he has not been given any for the last week. What do you do?</p>
<p>Your daughter in Year 7 is refusing to do her homework. She is watching TV quietly. What do you do?</p>
<p>You receive a phone call from a teacher telling you your Year 8 daughter was involved in a fight during a lesson. What do you do?</p>

<p>Your Year 8 son has been placed on report for constantly calling another student names. What do you do?</p>	
<p>You see from looking in your Year 7 daughter's homework planner that she regularly leaves lessons. What do you do?</p>	
<p>You receive a letter from the school telling you that your child has been doing very well as a peer mentor. What do you do?</p>	
<p>Your child is recommended for a special reward for consistent good behaviour in the classroom. What do you do?</p>	

Resource sheet 3

Preparing for a more active role: scenarios for discussion (each scenario in an envelope)

You receive a letter from your child's tutor informing you that your son in Year 9 brought a mobile phone in to school and was sending text messages during the lesson.

What do you do?

How will your response contribute to more positive behaviour from your child?

When you ask him why he has not been doing any homework, your Year 10 son tells you he has not been given any for the last week.

What do you do?

How will your response contribute to more positive behaviour from your child?

Your daughter in Year 7 is refusing to do her homework. She is watching TV quietly.

What do you do?

What questions would you ask her?

How will your response contribute to more positive behaviour from your child?

You receive a phone call from a teacher telling you your Year 8 daughter was involved in a fight during a lesson.

What do you do?

How will your response contribute to more positive behaviour from your child?





<p>Your Year 8 son has been placed on report for constantly calling another student names.</p> <p>What do you do?</p> <p>How will your response contribute to more positive behaviour from your child?</p>
<p>You see from looking in your Year 7 daughter's homework planner that she regularly leaves lessons.</p> <p>What do you do?</p> <p>How will your response contribute to more positive behaviour from your child?</p>
<p>You receive a letter from the school telling you that your child has been doing very well as a peer mentor.</p> <p>What do you do?</p> <p>How will your response contribute to sustaining this positive behaviour?</p>
<p>Your child is recommended for a school trip as a special reward for consistent good behaviour.</p> <p>What do you do?</p> <p>How will your response contribute to sustaining this positive behaviour?</p>

Resource sheet 4

Preparing for a more active role: scenarios for discussion

<p>You receive a letter from your child's tutor informing you that your son in Year 9 brought a mobile phone in to school and was sending text messages during the lesson. What do you do?</p>
<ul style="list-style-type: none"> ● Ask my child why he was sending texts during lessons. ● Discuss how important it is to try his best to concentrate and learn during lessons. ● Tell him that if I get another letter I will not let him take the phone to school.
<p>When you ask him why he has not been doing any homework, your Year 10 son tells you he has not been given any for the last week. What do you do?</p>
<ul style="list-style-type: none"> ● Phone the tutor or subject teacher or head of year. ● Check the homework diary to see if homework has been recorded. ● Check the homework planner to see when homework should have been set. ● Ask my child why they think they have not been set any homework. ● Write a note in the diary to the tutor or subject teacher or head of year.
<p>Your daughter in Year 7 is refusing to do her homework. She is watching TV quietly. What do you do?</p>
<ul style="list-style-type: none"> ● Ask her why she is not doing her homework. ● Offer to help her with her homework. ● Ask her how she finds lessons in the subject: is she bored, does she find the work too easy or too difficult? ● Look in her pupil planner to see if there are any notes from teachers about homework.
<p>You receive a phone call from a teacher telling you your Year 8 daughter was involved in a fight during a lesson. What do you do?</p>
<ul style="list-style-type: none"> ● Ask the teacher what happened before the fight: why the fight happened. ● Ask the teacher what has happened as a result of the fight. ● Ask my daughter why she was involved in a fight. ● Talk to my daughter about other ways of resolving issues and disagreements with other people, such as negotiation, mediation, walking away, speaking to a teacher.
<p>Your Year 8 son has been placed on report for constantly calling another student names. What do you do?</p>
<ul style="list-style-type: none"> ● Monitor the report daily for comments from teachers. ● Talk to my son about treating people with respect at all times. ● Ask the school what they have done about this, in addition to placing him on report.
<p>You see from looking in your Year 7 daughter's homework planner that she regularly leaves lessons. What do you do?</p>
<ul style="list-style-type: none"> ● Ask my daughter why she keeps leaving lessons. ● Monitor her planner every day for more incidents of leaving lessons. ● Contact the tutor to ask if he or she is aware of it and discuss the matter.

Resource sheet 5

How I can support my child? Starting points for parents/carers

It is often difficult for parents/carers to know how they can support their child's learning. Some parents/carers feel they have to be able to come to the school in order to do this: it is important that they know that they have an important role to play at home. The most important contribution they can make is by showing an interest and talking to their child about learning. Schools can encourage parents to do so by keeping them informed of their child's progress and any emerging difficulties. Schools could also involve parents in discussing new approaches or developments regarding the curriculum or behaviour in the classroom. Schools should be approachable and welcome parents'/carers' views and contributions.

Talking about equipment needed

Asking questions about the equipment needed at school the following day helps pupils to think ahead and learn to be more organised.

Talking about their homework

This is also the case for school work. Pupils are more likely to engage in their learning when parents/carers show they are interested and want to be involved in what their child is doing at school. You do not have to be able to do the homework in order to help: asking questions and checking that your child understands what he or she has to do can really help.

Talking about how they learn

Talking to your child about their learning provides an opportunity for them to think about how they learn at the moment and about what parents/carers can do to support their learning. For example, if they learn best in a quiet room, you could support them by making sure their brothers and sisters are quiet and that the television is turned off.

Talking about their behaviour for learning

Schools encourage behaviour for learning. This means pupils are expected to behave in a way that helps them learn effectively. Talking to your child about their behaviour for learning means they can think about what it is they actually do at school to support their learning. For example: Who do they sit next to during lessons? How do they behave when they are working as a group or with a partner? How do they choose their friends to work or sit with? How can the parent/carer help with making sensible choices and pairings with friends who will help their child work?

You could talk to your child about how they feel when they are talking to their class or in their group. They need to feel that other pupils are listening to them and respecting their opinions. You can then talk with your child about how they can help to make sure that other pupils feel this way when they are speaking.

Resource sheet 5 page 2 of 2

And finally, setting goals

An example of a behaviour goal could be: 'To sit next to someone I know I can learn effectively with'.

It's helpful to discuss and agree with your child the goals for their behaviour. You can then ask them at the end of the day whether they feel they have met the goal and, if so, how they managed to do that.

6 Classroom behaviour unit: 6.3PC	
Title	Recognising how to support the behaviour children need to learn
Category	Ready for more
Audience	Parents/carers
Purpose	To support parents/carers who would like to take a more active role in supporting their child to develop behaviour for learning, parents/carers could: <ul style="list-style-type: none"> ● model behaviour for learning skills in non-school contexts; ● engage in dialogue with their child about behaviour for learning.
Possible use	<ul style="list-style-type: none"> ● Key messages leaflet to be sent home to parents/carers of identified pupils ● Prompt discussion about how parents/carers can talk to their child about learning and behaviour during parenting classes ● Part of the home–school agreement
Impact can be measured by	<ul style="list-style-type: none"> ● surveys showing parents and carers understand behaviour for learning; ● surveys of pupils showing an increase support from parents and carers; ● lesson observations and staff surveys showing improved behaviour in identified lessons.
Links to other action plan toolkit sections	Everyday policies Curriculum Attendance Consistently poor behaviour
Links to other material in this section	Pupils: Ready for more 6.3P Helping pupils to recognise their own behaviours for learning Staff: Ready for more 6.3S Using the skills and strengths of pupils to promote behaviour for learning in all lessons
Reference to other resources	<p><i>An introduction to the Key Stage 3 Strategy for Year 7 parents and carers</i> (DfES 0071-2004)</p> <p><i>Improving attendance and behaviour</i> (Ofsted 2001) Report that analyses the action taken by schools to address serious problems of attendance and behaviour and to establish how this action relates to other elements of school improvement (see www.ofsted.gov.uk)</p> <p><i>Learning Journey – A parent’s guide to the secondary school curriculum</i> (DfES 0124-2000)</p> <p>Parent partnership teams can offer independent advice and advocacy – contact your local LEA. www.parentcentre.gov.uk Offers support, information and advice to parents/carers about their child’s learning and the English education system</p> <p>www.standards.dfes.gov.uk/homework Outlines the benefits of involving parents/carers with homework and planning tips for teachers on involving parents/carers</p> <p>www.parentsonline.gov.uk Wide range of information and advice for parents/carers to support their child’s learning</p>

Recognising how to support the behaviour my child needs to learn

Introduction

Parents and carers are generally keen to know what they can do to support their children. However, in terms of behaviour and attendance it is often the case that parents are not contacted until a problem has emerged. This can make it difficult to get to the root of the problem and begin to address some of the underlying causes. Parents/carers may report that they do not know what to do to help or even that they feel they are losing control of their child. Effective schools maintain regular contact with parents/carers, including contact about pupils' positive behaviour, effort and achievement and attendance. This positive feedback will have an impact on the levels of parental cooperation if problems arise, feedback about their child is less positive and the school is seeking the support of parents/carers to solve a problem.

This unit contains a draft parent's/carer's guide to supporting behaviour for learning outside school. It is a guide that could be distributed at the first parents'/carers' evening for Year 7 pupils or at the transition meeting before pupils make the move to secondary education. The first few weeks at secondary school can be a difficult time for both pupils and families until routines are established and systems understood.



Activity 1

Look at the guidance on **Resource sheet 1**. When introducing this to parents/carers emphasise that this guidance focuses on the behaviour that is necessary for pupils to access and improve their learning. It may also be helpful to explain why some of these categories are important.

The context in which this guidance is shared with parents is important. The following points will need consideration.

- If the guidance is handed out at a parents' evening, how will you build in opportunities for feedback? For example, do parents/carers have any useful tips they could share? Are there any other points that they think should be included?
- If the guidance forms a part of a presentation to parents, how will you facilitate questions or debate around the issues it contains?
- How much does the guidance reflect the particular issues in your school?
- How will staff use the guidance to support individual pupils and families?

Take brief feedback, encouraging parents/carers who have older pupils in the school to share their views and experiences.

Ask parents/carers to display this guidance, maybe on the fridge beside their child's timetable, and to refer to it frequently during Year 7.

Finally, consider ways in which this guidance can be adapted to meet the needs of all parents/carers in your school and which staff/parents/carers could contribute to developing or adapting this guidance further.

Extensions

1. **Resource sheet 1** could be adapted for use in primary schools. The development and dissemination of this sheet might be helpful in developing transition practice. Consider how you could work with primary colleagues and parents/carers to achieve this.
2. Some parents/carers might appreciate the opportunity to reflect on the strengths of their children and the skills needed to achieve the behaviours outlined. For such parents/carers, the above activity could be adapted and used during a parents/carers evening or another appropriate event at school. They could be invited to:
 - outline and discuss the strengths and skills of their children;
 - outline and discuss the range of ways that they support their child in developing behaviour for learning;
 - help the school to develop the guidance, using **Resource sheet 1** as an example;
 - share useful strategies with the school that will help promote and achieve behaviour for learning.

Summary

By the end of this unit:

- parents/carers and staff will have devised a draft document on supporting behaviour for learning, which reflects the schools ethos;
- parents/carers will have been consulted on the contents of the draft document, and appropriate revisions made.

Resource sheet 1

Supporting behaviour for learning outside school – A parent's/carer's guide

The aim of our school is to work in partnership with parents/carers. We all want children to enjoy school, to do their best, and to learn to their full potential. To do this, they must be good attenders and learn the importance of behaving well in school. We call this 'behaviour for learning'.

Children spend a large part of their life at school, where friends and staff will influence their behaviour. Outside school you and the people around you are key role models for your child. You are in an excellent position to support your child's behaviour for learning through talking to him or her about behaviour and by modelling this kind of behaviour.

The table below shows some of the things we all want children to do and includes some suggestions about how you can support your child to do them. Have a look at the 'things to try' that are mentioned in the table and think about which of these things work well for you. If there are things that you do not do at the moment but would like to try, then we will be glad to help.

	Things to try
Arrives on time	<ul style="list-style-type: none">● Encourage your child to get up early enough to have breakfast and be at school on time● Model this by being on time for appointments yourself and explaining the consequences of being late● Agree times when your child has to be home by (or be in bed by)● Praise punctuality when this occurs
Brings correct equipment	<ul style="list-style-type: none">● Ask your child what equipment they need for school for the next day or week to act as a reminder● Have a copy of your child's lesson timetable on the wall so you can help get things ready for the morning● When you are preparing to go somewhere where you need to take things with you, talk through the process of getting ready with your child, for example, packing for a holiday
Can share books or equipment	<ul style="list-style-type: none">● Encourage your child to share with friends or brothers and sisters, and show you are pleased when they do this● When you need to share sweets or a cake between two, invite one to divide it up and the other one to choose which half● Discuss with your child how much more fun it is to share with others rather than to be on one's own
Listens to others and waits turn to speak	<ul style="list-style-type: none">● Praise your child when he or she waits politely to speak● If he or she interrupts, say that you are speaking and then turn back to them when there is a break in your conversation● Model this behaviour by listening to your child without interrupting
Asking questions	<ul style="list-style-type: none">● Ask your child their opinion of news stories, things on TV, situations with friends and family● Encourage your child to ask questions about events or situations and use this to have a discussion with them
Working with others	<ul style="list-style-type: none">● Try to plan opportunities where your child will be with others, and talk about how they might behave to have the most fun● Model for your child how to work and mix with other people so that everyone gets along● If you have a difference of opinion with someone, talk to your child about how you deal with this in a constructive way

6 Classroom behaviour unit: 6.4PC	
Title	Informing parents about rules and protocols in the classroom to support learning
Level	Getting started
Audience	Parents/carers
Purpose	<ul style="list-style-type: none"> ● To develop parents'/carers' understanding of rules and protocols to support learning ● To promote parents'/carers' confidence in the school's support structures and encourage their positive involvement
Possible use	<ul style="list-style-type: none"> ● As a guidance leaflet for parents/carers ● To form the basis of a parent/carer workshop
Impact can be measured by	<ul style="list-style-type: none"> ● surveys of parents showing a clear understanding of the school's expectations about behaviour; ● staff reporting that parents/carers are able to participate in discussion about class rules when talking about their child's behaviour (for example, at a parents'/carers' evening).
Links to other action plan toolkit sections	Leadership and management Consistently poor behaviour Everyday policies Attendance Curriculum
Links to other material in this section	Pupils: Getting started 6.4P Involving pupils in negotiating classroom rules and protocols Staff: Getting started 6.4S Developing positive rules and protocols to support effective teaching and learning across the curriculum
Reference to other resources	<p><i>An introduction to the Key Stage 3 Strategy for Year 7 parents and carers</i> (DfES 0071-2004)</p> <p><i>Improving attendance and behaviour</i> (Ofsted 2001) Report that analyses the action taken by schools to address serious problems of attendance and behaviour and to establish how this action relates to other elements of school improvement (see www.ofsted.gov.uk)</p> <p><i>Learning Journey – A parent's guide to the secondary school curriculum</i> (DfES 0124-2000) Parent partnership teams can offer independent advice and advocacy – contact your local LEA</p> <p>www.parentcentre.gov.uk Offers support, information and advice to parents/carers about their child's learning and the English education system</p> <p>www.standards.dfes.gov.uk/homework Outlines the benefits of involving parents/carers with homework and planning tips for teachers on involving parents/carers</p> <p>www.parentsonline.gov.uk Wide range of information and advice for parents/carers to support their child's learning</p>

Informing parents/carers about rules and protocols in the classroom to support learning

Introduction

Parents/carers have an important role to play in ensuring a positive and productive learning climate for the whole of the school community. One aspect of this is the classroom rules and protocols that help structure daily lessons. It is important to explain that rules are negotiated with pupils and that they are familiar with their rights and responsibilities. (Unit 6.4S suggests ways of supporting staff to negotiate rules and protocols with pupils.)

Parents and carers need to be aware of the reasons for classroom rules and protocols so that they can take part in supporting their child and the school. This means that parents/carers need to be encouraged to:

- consider and reflect on their child's rights and responsibilities in the classroom;
- understand the rules and protocols that guide behaviour in the classroom;
- understand the reasons for the rules and protocols followed in their child's school.

The activities in this unit are designed to support discussions about classroom rules and protocols with parents/carers, and to suggest ways in which they can become more involved in supporting their child and the school.

Rights and responsibilities

Pupils are helped to understand that they have rights and also that with those rights come responsibilities. Rights and responsibilities are the basis for rules and protocols in the classroom. It is difficult for schools to help pupils understand this without the support of parents/carers.

As well as helping their children to understand their rights and responsibilities, parents and carers also need to make clear the right that staff have to work in a school where they, too, feel safe and respected.



Activity 1

Resource sheet 1 gives some examples of the rights, responsibilities and rules that parents might want to support in terms of their child's behaviour in the classroom. This resource sheet could be used at a parents' evening, some other appropriate event involving parents/carers, or perhaps with an individual parent/carer. Rights, responsibilities and rules could be added to the examples given, to ensure that they are appropriate to the school.

Parents/carers could be asked to:

- look through the examples given and discuss how the stated rights and responsibilities, and the rules that emerge from them can support learning;
- consider which other rights and responsibilities they think that their children would list as priorities;
- consider which other rights and responsibilities they themselves would like to add;
- decide on any rules that would emerge from these additional rights and responsibilities.

Next, parents/carers could be encouraged to:

- suggest different ways of wording rules, either to increase their impact or to change the emphasis, for example, by removing negative language: 'Do not interrupt people when they are talking' could become 'Allow others to finish speaking before speaking yourself';
- consider the extent to which their own children have a clear understanding of the relationship between rights, responsibilities and rules;
- suggest ideas about what they could do to support their children in developing their awareness of these rights and responsibilities, and understanding and upholding the rules;
- reflect upon how these rights, responsibilities and rules relate to their own experiences at school.

Closing the loop

It would be useful for the member of staff responsible for this work with parents/carers to collate the responses gathered from this activity to inform the development of rules and protocols that support learning in the classroom. In addition, parents/carers could be informed (possibly via a parents'/carers' newsletter) about how their contributions through this activity have influenced the school's practice.

Guidance on rules and protocols

The outcomes of this activity should include:

- a comprehensive list of rights, responsibilities and rules, discussed and supported by parents/carers;
- a list of ideas that parents/carers have developed, suggesting ways that they can support their children.

These outcomes could take the form of a section in the behaviour and attendance policy, or a specific policy, that relates to rules and protocols in the classroom to support learning.

It is important that representative parents/carers are involved in the development of all of these policy documents and that their ideas about support are shared with all parents/carers.



Activity 2

Developing a guidance leaflet

Given the need to share this information, it would be useful to have a leaflet for all parents/carers that:

- outlines the agreed rules and protocols of behaviour to support learning in the classroom;
- outlines parents'/carers' own suggestions about how they can support their children in terms of:
 - awareness of the relationship between rights, responsibilities and rules;
 - understanding the rules;
 - upholding the rules;
- outlines where parents/carers could go if they needed support to do any of this.

The ideal way to develop this guidance leaflet would be to involve parents/carers, via a parents'/carers' evening, an event or specific workshop. Parents/carers could then be asked to suggest:

- what they and other parents/carers might need/like to know;
- how they and other parents/carers would like this information presented;
- the style of information leaflet that they would prefer.

If such an event is not possible, an appropriate group of staff could develop a leaflet and send it to parents/carers asking for feedback.

Activity 1 should provide the groundwork for such a leaflet, which would summarise and encapsulate everyone's views.

As an additional resource to be used with parents and carers, **Resource sheet 2** shows the generic components to inform a classroom behaviour plan. This could form part of a discussion with parents/carers, which leads to everyone's rights and responsibilities being clearly delineated.

Summary

By the end of this unit:

- a representative group of parents/carers will have been involved in discussing and developing information and guidance for all parents/carers on rules and protocols in the classroom.

Resource sheet 1

Rights and responsibilities

My child's rights	My child's responsibilities	Classroom rule
To be listened to	To listen to others	Listen quietly when others are speaking
To feel safe and secure	To look after my friends	Move around the classroom without disturbing others Look after equipment
To learn	To come to school and be on time to lessons	Arrive on time to all lessons Bring the necessary equipment to lessons

Resource sheet 2

Rights, responsibilities and rules in the classroom

Rights and responsibilities: give the structural framework against which responsibility and accountability can be measured – the expectation of the way things should be.

- **Rights** will be enshrined in the school's core values and principles. Beliefs pupils and staff hold about rights and responsibilities must be congruent with school values and principles.
- **Responsibilities** are directly linked to rights.

Rules: give formal protection to rights and highlight responsibilities. Rules will be:

- positively and concisely phrased;
- based on observable, teachable behaviours;
- discussed and negotiated with pupils;
- displayed with diagrams or pictures illustrating the rule.

Routines:

- provide a structure to support teaching and learning;
- are simple, clear, taught and consistent;
- are realistic in individual school and classroom settings.

Rewards: acknowledge when pupils make good choices about their behaviour. Rewards:

- build self-esteem and positive relationships;
- are specific, appropriate, measured and genuine;
- motivate pupils to choose appropriate behaviour.

Consequences: are a stated/negotiated outcome related to inappropriate behaviour.

Consequences:

- occur when pupils make inappropriate behaviour choices;
- ensure a calm atmosphere is maintained;
- are certain, inevitable, fair and appropriate;
- do not humiliate;
- make links to more specific pupil support, which can further assist individual pupils, for example school monitoring systems, individual education plans and pastoral support plans;
- enable positive relationships to be maintained;
- ensure situations are resolved as quickly as possible.

6 Classroom behaviour unit: 6.5PC	
Title	Communicating with parents/carers about their child's positive behaviour in lessons
Level	Developing good practice
Audience	Parents/carers
Purpose	<ul style="list-style-type: none"> This information can be shared with parents/carers who would like more information about how the school acknowledges positive behaviour in lessons
Possible uses	<ul style="list-style-type: none"> Key messages leaflet to be sent home to parents/carers of identified pupils Part of the home-school agreement Page in the school prospectus Part of the school's rewards and sanctions policy
Impact can be measured by	<ul style="list-style-type: none"> surveys of parents/carers show a clear understanding of the school's expectations about behaviour in lessons and an awareness of their child's behaviour in lessons; an increase in positive responses from parents/carers.
Links to other action plan toolkit sections	Everyday policies Curriculum Attendance Consistently poor behaviour
Links to other material in this section	Pupils: Developing good practice 6.5P Influencing the behaviour of peers Staff: Developing good practice 6.5S Exploring classroom dynamics to promote classroom behaviour
Reference to other resources	<p><i>An introduction to the Key Stage 3 Strategy for Year 7 parents and carers</i> (DfES 0071-2004)</p> <p><i>Improving attendance and behaviour</i> (Ofsted 2001) Report that analyses the action taken by schools to address serious problems of attendance and behaviour and to establish how this action relates to other elements of school improvement (see www.ofsted.gov.uk).</p> <p><i>Learning Journey – A parent's guide to the secondary school curriculum</i> (DfES 0124-2000) Parent partnership teams can offer independent advice and advocacy – contact your local LEA</p> <p>www.parentcentre.gov.uk Offers support, information and advice to parents/carers about their child's learning and the English education system</p> <p>www.standards.dfes.gov.uk/homework Outlines the benefits of involving parents/carers with homework and planning tips for teachers on involving parents/carers</p> <p>www.parentsonline.gov.uk Wide range of information and advice for parents/carers to support their child's learning</p>

Communicating with parents/carers about their child's positive behaviour in lessons

Introduction

It is vitally important that parents/carers receive positive information about their child. If a parent/carer only receives negative communications from the school it will be difficult for them to develop a supportive and positive partnership. This means that teachers and other school staff need to consider how to ensure parents are given a breadth of information. Informing parents/carers about positive behaviour for learning in lessons is a good way of establishing and maintaining positive communications. It also shows that all pupils are valued. Such messages are likely to encourage parents/carers to work in partnership with the school to support their child.

Sharing positive information helps to maintain standards in school and promote positive behaviour and attendance. Parents/carers can be updated by:

- good news postcards (see **Resource sheet 1** for example);
- personal letters home at the end of term;
- e-mail to parents/carers thanking them for their continued support to ensure pupils attend school, behave well and therefore participate fully in lessons;
- phone calls to parents/carers about positive behaviour;
- a personal comment at parents'/carers' evenings and events.

It would be useful for school policy documents to make explicit how good behaviour in lessons is acknowledged and parents/carers informed. This would ensure consistency across the whole school community.

The purpose of the activity in this unit is to support the development of partnership working with parents/carers through the establishment of positive communication about good behaviour in lessons. (Unit 6.4PC covers rules and protocols in lessons and might be a useful precursor to this unit.)

Acknowledging and communicating with parents/carers about their child's positive behaviour in lessons

Parents and carers need to be consulted about the best ways of communicating positive news. Most parents/carers will welcome the opportunity to facilitate this. Consider how you could work with parents/carers to explore the importance of this communication in the partnership to improve behaviour and attendance. Include a discussion about the impact positive communication has on the behaviour of their own child.

At a parents'/carers' evening or another appropriate event, parents/carers could be asked:

- What do you want to know from staff about the good behaviour of your child in lessons?
- How frequently would you like this information?
- How would you like this communicated (e.g. postcards, letters, e-mails, etc.)?



Activity 1

Resource sheets 2 and 3 are examples of feedback sheets that could be used by schools as one way of communicating with parents/carers about their child's positive behaviour for learning in lessons. **Resource sheet 3** is a completed example. This generic form could be used by the school as a guide when informing parents/carers of any positive feedback given to pupils.

The usefulness and effectiveness of this sheet could be explored with parents/carers, together with other systems that the school uses for acknowledging positive behaviour for learning in lessons. At a parents'/carers' evening, other appropriate event or a specific parent/carer workshop, the following could be discussed.

- What are the strengths of this feedback sheet – in what ways would parents/carers find it useful?
- What do parents/carers not like about this sheet – in what ways is it unhelpful?
- What is missing from this sheet?
- How could it be improved?

This format could be used to record any positive behaviours either in or out of the classroom as a part of the school's monitoring system.

These same questions could be used to explore other communication systems used by the school to inform parents/carers about the positive behaviour for learning in lessons that their child has shown. The fundamental question which underlies this activity is: How effective are the school's current systems for promoting positive behaviour and attendance for their child? The revised resource sheet or other communication documents could then be incorporated into the school's existing parent/carer communication system.

It is important that feedback from parents/carers is responded to and incorporated into revised guidance and policies.

Summary

By the end of this unit:

- the school and representative parents/carers will have been involved in the revision or production of positive communication systems relating to behaviour in lessons;
- all parents/carers will have a better understanding of the communication systems for informing them about positive behaviour in lessons.

Resource sheet 1

Good news postcard

Dear Ms Osborn

You should be proud that Claire has handed all of her maths homework in on time during this half term.

Congratulations to Claire!

We look forward to celebrating her continued success

Mr Wall
Form tutor



Stamp

Dear Mr Battersby

Mark has behaved well in all the targeted lessons this week.

Well done Mark!

Mr Wall
Form tutor



Stamp

Resource sheet 2

Positive behaviours for learning – parent/carer feedback

Positive interactions between staff and pupil

	Comments
Listening to others	
Responding to requests	
Speaking politely	
Following instructions	

Use of resources

	Comments
Bringing correct equipment	
Sharing equipment	
Looking after property	

Appropriate use of language

	Comments
Using correct speech for the classroom	
Waiting turn to speak	
Accepting ideas and suggestions	
Using appropriate tone of voice	

Acceptance of new challenges

	Comments
Setting appropriate goals	
Asking for help	

Working independently

	Comments
Completing tasks	
Using initiative	
Ignoring distractions	

Resource sheet 3

Positive behaviour for learning – form tutor feedback to parents/carers

Name: <i>Sandip Kaur</i>	Form tutor: <i>V Dawson</i> <i>8VD</i>
Observed behaviour in class	<i>Sandip was very focused and interested in her art and music lessons.</i>
Observed behaviour out of class	<i>Sandip has been consistently polite and helpful.</i>
Support given to other pupils	<i>Sandip has been helping Year 7 pupils settle in during PSHE.</i>
Support given to teachers	<i>Sandip has helped her art teacher clear away and wash up at the end of lessons, and has worked in the art room at lunch time to create a chicken wire sculpture.</i>
Positive feedback from teachers	<i>Her art teacher, Mr Robinson, has told Sandip's form tutor about her helpful and friendly approach in art lessons.</i>
Form tutor comments	<i>I have been impressed with Sandip's supportive approach with the new pupils in school.</i>
Parent/carer comments	

6 Classroom behaviour unit: 6.6PC	
Title	Supporting parents/carers in helping their child to consider the effect of behaviour on learning
Level	Ready for more
Audience	Parents/carers
Purpose	<ul style="list-style-type: none"> ● To help parents to promote good behaviour in lessons ● To review communication links so that all parties are alerted to warning signs about levels of behaviour, attendance and/or attainment falling
Possible use	To support discussion with a cross-section of staff/parents/carers where the group: <ul style="list-style-type: none"> ● reflect on the behaviour and attendance policy and home–school agreement ● review current communication systems ● identify effective practice that encourages parents/carers to support their child's high levels of behaviour and attendance
Impact can be measured by	an increase in the number of parents/carers expressing confidence in: <ul style="list-style-type: none"> ● supporting their children's good behaviour at home; ● school systems that support, promote and consistently monitor their child's behaviour, attendance and attainment.
Links to other action plan toolkit sections	Consistently poor behaviour Attendance Pupil support systems Everyday policies
Links to other material in this section	Pupils: Ready for more 6.6P Recognising pupils' efforts to follow classroom rules and protocols Staff: Ready for more 6.6S Evaluating the impact of rules and protocols on classroom behaviour
Reference to other resources	<p><i>An introduction to the Key Stage 3 Strategy for Year 7 parents and carers</i> (DfES 0071-2004)</p> <p><i>Improving attendance and behaviour</i> (Ofsted 2001) Report that analyses the action taken by schools to address serious problems of attendance and behaviour and to establish how this action relates to other elements of school improvement (see www.ofsted.gov.uk)</p> <p><i>Learning Journey – A parent's guide to the secondary school curriculum</i> (DfES 0124-2000)</p> <p>Parent partnership teams can offer independent advice and advocacy – contact your local LEA www.parentcentre.gov.uk Offers support, information and advice to parents/carers about their child's learning and the English education system</p> <p>www.standards.dfes.gov.uk/homework Outlines the benefits of involving parents/carers with homework and planning tips for teachers on involving parents/carers</p> <p>www.parentsonline.gov.uk Wide range of information and advice for parents/carers to support their child's learning</p>

Supporting parents/carers in helping their child to consider the effect of behaviour on learning

Introduction

Parents and carers have a vital role to play in supporting their child's learning. Strategies that are used in school are especially effective if they are reinforced in the home environment.

Successful behaviour and attendance initiatives are built on a partnership between the school and parents/carers so that there is mutual support in building the link between positive behaviour and achievement. If an effective partnership is achieved, then opportunities will be maximised for pupils to fulfil their learning potential.

Effective communication between parents/carers and school is the key to the success of this partnership. This must include communicating positive news about learning and behaviour, as well as when behaviour or attendance is having a negative impact. If communication with parents/carers is predominantly concerned with negative behaviour or attendance issues, there is more likelihood of:

- confrontation with the school;
- aggressive attitudes towards staff;
- pressure on pupils to improve without the necessary support;
- denial that a problem exists;
- feelings of helplessness;
- calls for more expensive and time-limited support.

In contrast, if parents/carers feel that they are working in partnership with the school, because of regular and mutual communication on positive as well as negative issues, they are more likely to:

- have a productive dialogue with the school;
- be positive in their support of staff;
- be supportive to their child and help him/her seek the support that he/she needs in school;
- accept problems as they arise and share information and feedback about strategies that might offer solutions;
- feel empowered to make a difference to their child's behaviour for learning;
- seek additional understanding and support from the school.

You could use the activities that follow to work with parents/carers in order to:

- establish shared understanding of the impact of behaviour on learning;
- exchange information about issues that have arisen, ensuring that any documentation used is helpful to parents/carers in supporting their child;
- develop joint plans between parents/carers, their child and the school to address behaviour that is impacting negatively on learning.

Developing a shared understanding of the impact of behaviour on learning

To ensure that the partnership with parents/carers is effective, it is important to develop a shared understanding of the impact of behaviour on learning. If parents/carers and the school do not share views on this then they are unlikely to be able to develop a productive and supportive partnership.



Activity 1

Staff could work with parents/carers at a parents'/carers' evening or workshop to find out what they think about the impact of behaviour on opportunities to learn. Parents/carers should be asked to share their views on the impact of:

- positive behaviour on learning;
- negative behaviour on learning;
- teachers' responses to negative behaviour;
- parents'/carers' responses to negative behaviour.

These can be open-ended discussions designed to tease out feelings and ideas around behaviour for learning.

Staff and parents/carers can then share the different ways they talk to or work with children to help them consider the impact of their behaviour on learning.

The outcomes from these discussions, when recorded and fed back, should be used to inform behaviour and attendance policy so that parents/carers know their views have been valued and acted upon.

Communicating with parents about negative behaviour for learning

Communication is the key to establishing an effective partnership with parents/carers. Regular, early and positive communication with parents/carers will enable them to feel empowered in seeking any support they need from the school and in supporting their child to change behaviour that is not helping their learning. It will also enable strategies to be shared that can be used when a pupil's behaviour is having a negative impact.

It is essential to establish a way of effectively communicating with parents/carers when there is a concern about the behaviour of their child. When things are not going so well, individual communications to parents/carers should be informative and specific to prevent over-anxiety and speculation. A telephone call or a letter may help parents/carers to:

- see clearly what the problems are;
- understand whether the situation is a one-off or a more regular occurrence;
- appreciate the severity;
- consider the implications for other pupils;
- look at the impact on their own child's learning and their ability to make progress;
- help their child measure the effect their behaviour might be having on their and others' opportunity to learn.

If, after the discussions in activity 1, parents/carers have a shared understanding about the impact of behaviour on learning, then communication about an area of concern should be easier to deal

with. It is important to ensure that the communication system that is developed focuses on ways of helping pupils understand the effect their behaviour has on learning and suggest how they can improve.

Work can then begin on supporting pupils to develop more positive behaviours for learning.



Activity 2

Resource sheet 1 shows a form, which could be adapted and used by schools to focus on this communication. The form focuses on:

- behaviour causing concern;
- impact on learning;
- staff contact with parents/carers.

The form could be shared with parents/carers at a parents'/carers' evening, for discussion at a parent/carer workshop or with a group of staff and parents/carers who are working together to develop home-school communication in behaviour and attendance. They could be asked:

- How useful would this information be in supporting your child at school?
- What are the strengths of the form?
- What is missing or what should not be included on the form?
- Would this form be accessible to all parents/carers? If not, how could it be adapted?

Feedback should then be used as the basis for amending either the form or the general approach to communication. The changes made should be communicated to parents/carers, for example, via a newsletter, so that they know their input was valued and influential.

Working in partnership with parents

If a partnership approach is to be effective, then the school, pupils and parents/carers need to develop a joint approach when planning to support pupils in improving their behaviour for learning.



Activity 3

Working either with a specific group of parents/carers at a workshop or at a parents'/carers' evening, staff could work with parents/carers to develop a prompt sheet that could support them in:

- working with their child to help understand the effect that their behaviour has on their learning;
- planning support for their child to improve behaviour for learning.

This prompt sheet could be based on the issues on **Resource sheet 1** and hence be used for joint planning purposes. The prompt sheet could include the following.

1. Understanding the problem
 - (a) What is the behaviour that is causing concern?
 - (b) What will the consequences for learning be if this behaviour continues?
 - (c) What is the explanation for this behaviour?
 - (d) How is my child feeling about this?
 - (e) What does my child need to do instead?
2. Deciding on goals and actions
 - (a) What support does my child need?
 - (b) What support do I need to help me support my child?
 - (c) How can the school help my child to achieve an improvement in his/her behaviour for learning?
 - (d) How can I help my child to achieve this?

The results of these discussions could form the basis of joint planning between the school, the pupil and parents/carers to re-engage the pupil in positive behaviour for learning.

Summary

By the end of this unit parents/carers will:

- have been included in the process for developing effective communication systems;
- feel supported in helping their child consider the effect of behaviour on learning;
- have a better understanding of how they can support their child to engage in positive behaviour for learning.

Resource sheet 1

Communicating with parents/carers about the effect behaviour and attendance is having on their child's learning

Behaviour causing concern	Impact on learning	School contact with parents/carers
Late to lessons	Learning time is lost The class is disrupted Misses important information	Phone call home to share information and explanation
Absent one day a week	Missing vital information Getting behind with coursework	Form tutor calls parents/carers to discuss absence
Poor listening skills		
Lack of homework		
Talking in lessons		
Bringing arguments from out of class into lessons		

