



Fazakerley High School



Behaviour for Learning Policy

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**FAZAKERLEY HIGH SCHOOL
BEHAVIOUR FOR LEARNING POLICY**

Mission Statement

Fazakerley High School is a school committed to quality education.

We offer learning opportunities to all our students in academic, social and cultural activities.

We strive for success through :

- *Positive staff-pupil relationships.*
- *A safe, happy and disciplined environment.*
- *Examination achievement.*
- *Strengthening partnership with parents, primary schools, industry and the wider community.*
- *The retention, recruitment and training of a committed staff.*
- *The individual's personal development.*

General Principles

The aim of this policy document is to set out clearly the means by which Fazakerley High School can achieve the following key mission statement aims:

- "a safe, positive and inclusive environment"
- "positive staff-pupil relationships"
- "examination achievements"
- "partnership with parents"
- "positive relationships"
- "individual personal development"
- "courtesy and mutual respect"

The school believes that regular teacher collaboration is essential for evolving, delivering, monitoring and evaluating policy/procedures and for encouraging and supporting good practice and consistency.

The school accepts the complexity, diversity and unpredictability of classroom situations but believes that clarity in expectations, rewards and consequences can help develop positive classroom management approaches that promote better behaviour and enhance learning.

The school believes that pupils should be encouraged to develop self-discipline, to accept responsibility, to be actively involved in their own learning and to show respect for others.

Classroom management should be assertive and proactive in developing positive relationships and an effective learning environment.

Classroom Management

Teaching is a highly skilled activity that can make a real difference to pupil behaviour. The curriculum is the most powerful tool to help change behaviour.

It is the concern of **all staff** to create and sustain a positive, supportive environment. We encourage all staff to become **reflective, collaborative and proactive** in meeting the challenges that arise.

All difficult incidents require some degree of negotiation. It is more effective to identify and examine the patterns that exist in such behaviour. We encourage all classroom teachers to work closely within departments and the pastoral system to identify the underlying causes of concerns and to develop more effective strategies and solutions. We believe that simply passing a problem over to pastoral staff is a reactive use of referral and less likely to bring success. What teachers do before misbehaviour occurs is important in minimising potential problems and in ensuring that pupils learn effectively. This can only be achieved when:

- the content and activity of lessons is structured to meet the needs of all pupils
- the planning of the physical environment encourages effective learning
- the planning of the social structure (groups / seating plans etc) enables effective learning
- effective routines including the start / finish of lessons, the delivery of information, instructions and the participation of pupils in a variety of tasks is clearly managed

We support the use of a variety of learning approaches:

- including whole class teaching that can maximise the effective use of teacher input time, injecting pace and control and stimulating pupil interaction
- including more pupil centred approaches that promote pupil responsibility, independent learning, problem solving and working with others

In order that pupils become familiar with the different expectations of contrasting approaches, **teachers should work closely with departmental colleagues to devise a balanced programme.**

Classroom Expectations for all Teaching Staff

In the Classroom:

Establish good beginnings.

- Be at the room on time to meet the class
- Do not leave them waiting outside
- Greet pupils as they arrive

Establish good order

- insist that all pupils observe classroom expectations
- insist on all pupils removing outdoor coats
- insist on pupils sitting quietly in a designated seat
- remind them of your expectations in terms of good behaviour – refer to expectations/behaviour system
- insist that pupils have their equipment/books/planner out on desk
- keep a register of attendance
- use a starter activity
- refer to expectations for lesson on the board
- insist on pupils listening quietly to teacher instruction (develop listening skills)
- outline ground rules for each type of pupil activity
- ensure all equipment is treated with respect
- encourage all pupils to participate
- be liberal with praise wherever possible
- highlight and reward achievement
- maintain an updated display of pupil work

Establish a good ending.

- close with a plenary and a recap
- revisit outcomes/objectives
- set homework
- exit in an orderly manner

Control and Restraint

Teachers may use **reasonable force to control or restrain pupils** to prevent them from:

- committing a criminal offence (age of criminal responsibility should be disregarded)
- causing injury to themselves or others
- causing damage to property

N.B. The meaning of reasonable force is a matter that will ultimately be decided by the Courts. However examples of situations may include: **breaking up a fight; where a pupil is either damaging or about to damage property; where a pupil is running down a corridor in a manner which might result in an accident; stopping a pupil from hitting someone; when a pupil or pupils are at risk of harm.**

Expectations will be displayed in the classrooms and other parts of the school as appropriate. The expectations are part of the Fazakerley Agreement which all new pupils sign before taking up their place at our school.

Around the School:

- Good behaviour outside the classroom is just as important as inside if we are to have a happy school and one in which we can all feel safe and secure. Pupils should:
- arrive at school and lessons on time

- line up sensibly outside classrooms
- wear full school uniform
- note that jewellery is not allowed in school
- walk to lessons rather than running, pushing or barging passed others in compliance with health and safety regulations
- behave considerately towards others, whether in the school yard or when travelling to and from school

Lesson Changeover

- Staff to maintain orderly behaviour on corridors and stairs
- Staff to leave their classrooms when possible to be a presence on the corridors
- Praise pupils who conduct themselves well
- Use a non-confrontational approach to pupils who are not behaving as expected; take them to one side, speak to them **calmly** explaining why their conduct is not reaching expectations, for example Health & Safety regulations

Break and Lunch Duty

- There is a high level of supervision
- The duty list should continue to be revised and updated as necessary in response to changes in behaviour patterns, seasonal changes/issues etc
- Staff to be pro-active while carrying out duties, interacting in a positive manner with pupils, giving praise where it is appropriate
- Deal with any incidents appropriately by applying consequences when required
- Staff need to be non-confrontational with pupils, taking pupils to one side, away from other pupils to be spoken to **quietly** being mindful to speak in a **calm** manner at all times. In the majority of cases, pupils will be more compliant if this approach is used
- Staff on duty need to report and record any incidents on SIMS
- If necessary resolution time may need to be issued for inappropriate behaviour

Respecting the Environment

- A pleasant and clean environment can only be achieved if all pupils show respect and pride in their school. Pupils should:
- keep classrooms clean and tidy
- respect all displays
- keep buildings and grounds free of litter by placing all rubbish in bins
- not bring chewing gum to school
- not cause damage to any school property

Recording Behaviour

Behaviour is recorded in SIMS in the Behaviour Management Module.

Staff are able to enter both positive comments and behaviour concerns on the information management system at school and an accurate record of any pupil's behaviour and attitude will automatically be kept.

Various staff, including Assistant Headteachers, form tutors and student support workers are able to monitor behaviour across the school and act on what they find in an appropriate manner.

SIMS provides a permanent record of pupil behaviour across the school. This can be used for a variety of purposes including references and governor's meetings. It can also be taken to another school if a pupil moves.

Personal Improvement Plans (PIPs)

Pupils who are struggling to behave appropriately are identified, via SIMS, and placed on Personal Improvements Plans (PIPs).

Each pupil will be interviewed by the team and will discuss the issues to establish personal targets. Contact will be made with parents/guardians to inform them of the plan and to gain support.

Pupils on PIPs will be monitored closely by the pastoral team who will shadow them in lessons; carry out spot checks and meet with the pupil at the end of each day to discuss targets.

In order to focus the pupils, teachers are to request that they quietly read the targets at the beginning of each lesson; the school rewards and sanctions are to be implemented.

There will be **daily contact** with the parents/guardians to inform them of progress so that school and home can work together for improvement.

After completion of **Stage 1** PIP (10 days) a meeting will be arranged and if the progress has been successful pupils will be taken off the plan.

If a PIP has had partial or little success the pupil concerned will transfer to **Stage 2** of the plan in the hope that further support will result in the pupil acquiring the skills necessary to become a productive learner.

At the end of every stage each pupil will have an interview with the Headteacher.

If there has been improvement after completion of a Stage 2 PIP, the pupil will be taken off the plan.

Verbal Praise

We must not forget that pupil-teacher relationships are more effectively built through regularly communicating success and achievement rather than condemning failure. Verbal praise is immediate, personal rather than external reward and encourages a positive self-regard. This in turn is more likely to promote a positive response to teachers and to school values and ethos. It is vital that we are aware of situations where all pupils, even those who have had their problems, make an effort to meet expectations and that we make expectations realistic for each individual.

Rewarding Positive Behaviour and Achievement

We encourage a positive rewards system throughout the whole school which is based on mutual respect, giving rewards and praise where it is due is an essential part of encouraging good behaviour. It is expected that staff use praise and encouragement as much as possible; verbal, written, cards and certificates sent home to parents/guardians. All pupil achievement is also to be recorded on SIMS under the achievement section. Termly achievement assemblies also recognise the successes of pupils and their positive contribution to school life.

Pupil Non-negotiables

All pupils are expected to follow these that outline our expectations for all pupils at Fazakerley High School. They are also included in pupil planners. These are also displayed in every classroom to reinforce what is expected from pupils. The non-negotiables also closely link to the appropriate sanctions that are recorded in SIMS. Possible sanctions for dealing with poor behaviour is also communicated to pupils and again displayed in every classroom. Pupils are expected to take ownership for their own behaviour and reflect on any instances of poor behaviour. Through a process of effective resolution pupil and staff are able to resolve any issues of poor behaviour so that the pupil may return to the classroom.

Consequences

In order to promote positive behaviour there must be clear and consistent consequences for pupils who fail to reach expectation. Staff should seek to explain and educate pupils into understanding the advantages of positive behaviour but **never ignore behaviour that breaks expectations**. The school believes that a **degree of flexibility** is required to enable staff to establish effective relationships with their pupils but in a way that is consistent with our policy of being assertive and proactive in classroom management.

Challenge poor behaviour

- **Non Verbal signals** - use body language that is assertive rather than confrontational.
- **Verbal reprimand** - give a clear reminder of what you expect/do not expect in an assertive tone. Try to avoid losing control by shouting and using threats/harsh words.
- **Warning of sanction** - be prepared to give a clear reminder of what will happen if a pupil fails to follow an instruction. Be prepared to use the sanction if there is no improvement in the behaviour of the pupil.
- **Sanctions** (see below)
- **Evaluate** causes of poor behaviour that persists and seek preventative action.
- **Consider solutions** either independently, within department or pastoral system.

Sanctions

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future. Sanctions should be

certain and predictable. They should not be punitive. There must always be an opportunity to repair and rebuild relationships. Clearly identified possible sanctions that can be used by Fazakerley High School to deal with poor behaviour are displayed in every classroom. Poor behaviour is recorded in SIMS and staff also identify what sanction they have used to deal with the situation.

There is a relationship between the principles of the Equal Opportunities Policy and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Equal Opportunities Policy will also be incorporated here. In addition, consistency in the application of sanctions also has a gender based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the ground of gender should be avoided.

Resolution time

Ensure pupils know they have resolution time and why. This is given by staff for:

- Being late to class
- Being late to school
- No homework
- Poor behaviour
- Failing to follow pupil non-negotiables.

Given for break, lunchtime session and after 3.10 p.m.

Learning mentors can be asked to collect the pupil or pupils for you.

Lunchtime resolution time can be up to 20 minutes

After school resolution time, resolution slips are given to pupils by staff indicating the reasons for the resolution and the length of time they will be kept behind.

Senior detention takes place with Senior Staff on a weekly basis. The appropriate slip will be given outlining the reason for the detention, the detention lasts for an hour. This will occur for those pupils who persistently fail to follow school rules.

Do not compromise yourself when a single child is detained.

All resolution times must be recorded by staff involved in their planner, in case parent/carer bring a legal challenge. They should always be recorded on SIMS.

Progress Leads should know of the resolution times and remind pupils and offer support and guidance.

All staff must give the pupil involved a fresh start for the next lesson.

Other sanctions:

- extra work (meaningful)
- movement within class
- placing pupils outside classroom (should be for a brief period only)
- contact parents by letter or telephone
- Departmental referral (see guidelines)
- PIP cards

Guidelines for Referral

The school believes that referral is a means by which colleagues can **collaborate over pupil progress/behaviour and offer each other support. In this sense it is both welcomed and a feature of good practice.** It should not however be used as a means of 'passing on' responsibility for dealing with a problem. Excessive, or even routine, use of referral can become impersonal and confrontational, thus marginalising and undermining the central role of the class teacher in responding to problems. We encourage staff to attempt to evaluate the causes and seek possible solutions for behaviour that is causing concern.

Referrals should be made accordingly:

To the Progress Lead:

- praise achievement
- poor punctuality
- poor attendance
- lack of uniform
- lack of equipment

To the Head of Faculty:

- praise achievement
- poor concentration/attitude to work
- lack of work/homework
- lack of progress
- learning needs

To the Learning Mentor:

- praise achievement
- failure to respond to teacher / Head of Faculty action
- disruptive behaviour
- racist / sexist comments
- bullying
- welfare concerns (liaise with School Coordinator)

To Key Stage Co-ordinators and Senior Staff:

all of the above and the following:

- praise achievement
- failure to follow teacher request
- abusive / aggressive language towards teacher
- violence in the classroom
- defiance
- swearing

Inclusion Room

Inclusion room should be seen as a **sanction for serious, disruptive behaviour or violent behaviour**, which you are not able to modify using normal sanctions and which threatens effective learning in the classroom. It should not be used to enforce basic rules, or to punish regular minor offences, however frustrating they may be. These should be addressed using the conduct module on SIMS. Headteacher and/or Assistant Headteacher (Behaviour) determines whether a pupil should be placed in the inclusion room and for the length of time.

High Level Sanctions

- If there are 3 incidents of remove/school referral the SSW should contact the parents by phone and targets should be agreed.
- If there are 3 more incidents the parents will be asked to come to school for a meeting to discuss targets.
- If this behaviour continues the SSW can call an Intervention Meeting. This means a group will meet: Pastoral Staff, EWO, Parents, SENCO, Assistant Headteacher.
- They will meet formally after school in the Conference Room.

Method of Sending on Corridor Remove:

This stage is designed for pupils who refuse to follow teacher instruction. Should a pupil refuse to go on corridor remove or more serious incidents of poor behaviour occur such as physical or verbal abuse against a pupil or teacher **the following action should be taken:**

- a) Email SLT for the relevant member of senior leadership team who is on rota for assistance.
- b) Call Student Support through a pupil, adjacent staff or panic button
- c) A member of SLT will arrange for the pupil to be sent home if necessary or place the pupil with an appropriate member of staff.
- d) SLT will seek parental support and consider appropriate action and report back to teacher.

Support Strategies

Negotiation

It is expected that all teachers will find the time as soon as possible to negotiate the re-entry of the pupil to their class. Help can be provided.

1. Thank the pupil for staying back
2. Tune in to how they are feeling (nervous, angry)
3. Focus on the specific behaviour observed (not the person)
4. Use the what, why and how process
5. Describe how the behaviour makes you feel
6. Relate the behaviour to mutual rights and agreed expectations
7. Invite feedback (right to reply)
8. Ask them what they might do instead of this behaviour
9. Ask them what help they would like from you to help them to succeed
10. Emphasise responsibility
11. State expectation and confidence for next time

12. Part amicably

This negotiation is not an option. Pupils must be re-admitted to class before the next lesson.

Confiscation Procedure

The school reserves the right to confiscate the property of pupils who contravene school expectations. The property will be kept securely and returned to the pupil or guardian as appropriate.

Mobile phones can record images and forward data, therefore the school will not allow them to be used in the building or grounds for reasons of safety and to support out anti-bullying, cyber-bullying and safeguarding procedures. Pupils using mobile devices in any way will have them confiscated and if found to be sending images this will be investigated to ensure the content is not inappropriate (see E-Safety Policy and Mobile Phone Policy).

Mobile phones and other expensive items such as jewellery are not the responsibility of the school and there is no obligation to store or protect such items, we therefore cannot be held responsible for loss, theft or damage.

Parents/Guardians will collect mobile phones/devices after 3.10p.m.

Pupils who refuse to co-operate when requested to hand over items will be referred to a senior member of staff who will implement appropriate sanctions.

Exclusion Procedures

The procedures for exclusion are governed by the Education and Inspections Act 2006.

Exclusions will be used for the most serious offences when other disciplinary measures are clearly inappropriate. The following are some examples of serious incidents which could result in exclusion:

- physical abuse to a member of staff
- obscene verbal abuse to a member of staff
- violence towards another pupil
- racist comments
- repeated bullying
- sexual harassment
- wilful damage to school property
- use of banned substances/drugs

The following rules apply:

- An exclusion may only be sanctioned by the Headteacher
- An exclusion should be for the minimum time to ensure that the pupil and others in the school understand that the behaviour has been unacceptable.

- A pupil may be excluded for up to 45 days in a school year, though it is accepted that longer exclusions can make it more difficult to re-integrate pupils back into school.
- Parents should be informed of the type, duration and reason for exclusion and their rights of appeal to the Governing Body and LA.
- If the parents wish to appeal they should inform the Governing Body in writing within seven days of the date of notification.
- The Governing Body should arrange a meeting to discuss the exclusion within fourteen days of parental notice of appeal.
- The Governing Body's decision should be notified to the parents within two days of the appeal decision.
- If a pupil is excluded for more than a day or two the school will arrange for the pupil to receive work to do at home and to have it marked until that pupil returns to school.
- Exclusion notification to parents will explain to parents the arrangements for setting and marking work completed at home.
- Where a pupil has been excluded for a long period, representatives of the Governing Body should meet, within fifteen days, to decide whether to uphold the exclusion.
- If the decision is upheld the Governing Body should consider whether additional support is needed to enable the pupil to prepare for reintegration. If necessary the school should seek support from the LA or other external agencies.

Permanent Exclusion

- Notification without delay to parents, Governing Body and LA of exclusion, the reasons for it and the right of appeal to the Governing Body.
- Parents have the right to make representations to the Governing Body and LA. Parents should inform the Governing Body in writing of their intention to appeal within seven days of the date of notification of exclusion.
- Even without parental approach, in all cases of permanent exclusion the Governing Body should hold a meeting to discuss the exclusion within fourteen days of the date of notification of exclusion.
- The Governing Body should inform parents and LA of its decision within two days of the meeting. If the Governing Body uphold the exclusion, the notification to parents should give details of the offence which led to the exclusion, the disciplinary rules which applied and the reason why permanent exclusion was considered the appropriate measure to take. The letter must also state that parents have the right of appeal to an independent appeals committee, whose decision is final. The letter should make it clear that parents should notify the Governing Body of their desire to appeal as soon as possible and in any case set out the grounds for appeal within fourteen days of notice of the Governing Body's decision.
- The LA have the power to reinstate children at County and Controlled schools. Before doing so they must give notice to the Governing Body of their intention to reinstate. That notice must be given within two days of the Governors' decision. The LA must then have regard to any views expressed by the Governing Body before issuing a direction to reinstate (or notice of a decision not to direct) within seven days notice of the Governors' decision.

- If the LA decide to reinstate against the Governing Body's wishes, they should issue a direction to the Head Teacher which will come into effect seven days later. Notice to the Governing Body should specify that the Governors have a right of appeal and that their intention to do so should be communicated within seven days of receiving the LA's letter.

Time - Limiting of Appeals

The Education and Inspections Act 2006 charges those responsible for making arrangements for appeals without delay.

- The Parent/Governing Body should give notice of the wish to appeal. The parent has ten days from the date of notice confirming the exclusion. The Governing Body have seven days from the date of the notice from the LA overturning the exclusion. Where possible notice of the grounds of appeal should be accompanied by copies of the documents to be produced at the hearing.
- Once an appeal has been lodged the appropriate body should fix a date for the Appeals Committee to convene within ten days. A date immediately after this date should be fixed if the first date would prevent parents from making effective representation.
- The decision of the Appeals Committee should be sent to the parents, Governing Body and LA within two days.

Key Roles within the System

The Progress Lead

The Progress Lead is central in the effective running of the school, and both the caring for pupils and, crucially, monitoring their progress both academically and socially; encouraging involvement, commitment, and high standards of work and behaviour. The Progress Lead should be active in looking after the interests of the 'whole child' and refer directly to the guidance below:

- Set the 'tone' for the day, by creating a positive ethos, establishing/encouraging good pupil/teacher relationships, and developing both a Progress Group and a school spirit and identity.
- Encourage high standards of work, behaviour, uniform and equipment, and liaise with Heads of Faculty, Learning Mentors, Pastoral Co-ordinators and Assistant Headteacher over behavioural problems; reward achievements, where necessary, sanctions.
- Promote, maintain and monitor the official records of attendance and punctuality. Ensure registrations are complete for the progress group. Ensure notes are received concerning any absence and pass to student services. Progress Leads should report any patterns of, or suspicious, absences to Student Services.
- Actively supervise pupils during assemblies and sit with the pupils for the duration of the assembly.

- Be aware of friendship patterns, family structures, leisure interests, contents of pupil referrals, social development, problems at home/school and relationships with other pupils and staff.
- Ensure that any concerns regarding Safeguarding are reported to the relevant staff.
- Monitor and review pupils' current progress across the curriculum using all available data.
- Follow through concerns and issues about learning and effort when necessary with subject areas and parents, in consultation with Senior Staff.
- Be aware of social and personal factors relevant to the pupil within and outside of school.
- Keep parents fully involved regarding pupils' progress, including curriculum related or behavioural concerns.
- Observe members of the Progress Group in curriculum areas, if and where possible.
- Know all members of the Progress Group and maintain the individual Progress Files gathering evidence throughout Years 7 to 11.
- Participate and contribute to Parents' Evenings.
- Ensure school policies, Health & Safety, Behaviour, Bullying, Attendance and Punctuality and Fire Drill rules are explained and upheld.

Other responsibilities and duties of a good Progress Lead are:

1. To be a good role model.
2. To provide a positive relationship with an authority figure and encourage mutual respect.
3. To be consistent and fair, and act as a mediator for the pupils in the form.
4. To listen.
5. To have very high expectations of the individual members of the form.
6. To focus students' minds on achievement through learning.
7. To discuss current affairs, address student issues (such as bullying, attendance and punctuality).
8. To encourage reading and good study skills.

Heads of Faculty

In addition to the general responsibilities of this post it is vital that we recognise the important contribution that Heads of Faculty, in leading their departments, can make towards improving teacher collaboration and the dissemination and development of good practice in classroom management. It is vital that you include within the Departmental Policy strategies and procedures that support and consolidate the Whole School Behaviour Policy. The Director of Study should make sure that the policy:

- indicates departmental guidelines on classroom management for a variety of learning approaches, seating arrangements, equipment use etc
- indicates procedures for staff, including NQT students, to make pupil referrals to the Subject Leader or designated colleagues

- indicates procedures for pupils being sent to Departmental Remove (first stage)
- keeps a record of pupils sent on Remove and issues resolution times accordingly
- indicates how departments can meet the learning needs of pupils either temporarily isolated from class work or excluded on a fixed term basis
- enables team meetings to monitor and discuss pupil issues on a regular basis
- identifies departmental strategies for rewards and sanctions
- identifies strategies for developing a stimulating classroom environment and for regularly displaying pupil work/achievement
- identifies procedures for referrals to Form Tutor, SSW, SENCo etc
- identifies procedures for contacting parents over behaviour/progress concerns (must include negotiation with relevant Subject Leader)

Learning Mentor

- to support and guide students in their daily life at school
- to foster supportive and positive relationships within their year group
- to work in consultation and co-operation with other members of staff
- to uphold the school's Behaviour Policy, its procedures, guidelines and preferred practices to identify any unacceptable behaviour and report it to Senior Staff
- to refer to other agencies where appropriate

Senior Pastoral Team

The Senior Pastoral Team has responsibility for ensuring that the Whole School Behaviour Policy is implemented effectively, for monitoring and evaluating the policy and effectiveness of procedures. The team must remain responsive to pupil and staff concerns and in seeking to promote the key mission statement aims (see 1.1) must always be proactive in seeking to improve the quality and effectiveness of our policy and procedures.

Governors' Pupil Welfare and Disciplinary Panel

The Governors' Pupil Welfare and Disciplinary Panel will be called in situations where:

- the behaviour of a pupil continues to cause grave concerns and where no sign of modification is forthcoming despite various school strategies having been implemented
- a pupil is heading towards permanent exclusion

The Governors' Panel should include a minimum of three members and shall take the opportunity to invite both pupil and parents to attend in order to discuss the pupil's behaviour and to consider future strategies. School representatives or external agencies shall be asked to attend as deemed appropriate.

The Governors' Disciplinary Panel shall consider the issues and explore all possible avenues that may encourage a positive response from the pupil. It has the right to recommend possible action to the school, parents and pupil. However, only the Head Teacher has the right to exclude a pupil.

Parental Role

- to ensure their child's attendance and punctuality
- to ensure their child brings the right equipment and dresses appropriately for school
- to co-operate with school to ensure their child follows school rules, procedures and routines
- to keep school informed of any circumstances that may affect their child's learning
- to maintain regular contact with school
- to encourage and support their child in the completion of work

Behaviour Improvement

Common Language for Fazakerley

A common language used for behaviour to resolve conflict, improve co-operation and become more respectful and considerate will result in a positive outcome for all.

The language used is important; if you shout, they shout; if you are confrontational, they are confrontational; if you are calm, they will mirror you or begin to calm down.

In communication with pupils the words **BUT** and **ONLY** are to be discouraged. For example, 'I threw a pencil **but** so did he', 'I was **only** talking' or 'it wasn't **only** me'; these are deflection tactics and some pupils are masters at this.

The use of preface requests to prompt good behaviour to be used for example, 'Thank you.....' Gives pupils limited leeway to argue, and promotes a positive response, thanking in advance makes it awkward for pupils to say no, or respond negatively, by using words that assume compliance, for example, instead of saying 'I want you to' Say 'When you have

Avoid making comments that you could later regret, for example, never say 'you are

It is important that we have consistency if we are to improve behaviour.