

Annex A to The Emmbrook School Managing Behaviour Policy

Telephone communication with parents following an on-call from lessons.

General

1. As per school policy, once a student has been on-called it is necessary to follow up this measure with actions designed to minimise the chances of a reoccurrence of such an incident. As such, the teacher will be required to make telephone contact with the parent or carer by or at the end of the working school day. This call ensures that the parents have the complete picture of what occurred in class and that they understand the need for them to work with you in partnership to address the behaviour of the student.

Support

2. Should the teacher feel that they will require additional support from a senior member of staff in making this telephone call, they can request support via z_SMT during the day and a colleague will respond with their availability. The telephone call can be made from any location agreed between the two members of staff.

Conduct when speaking to parents

3. It is important when speaking to parents to remain objective and professional, regardless of the situation that has occurred in class or the reaction of the parents themselves. As a rule, the following guidelines should be considered:
- a. Always identify yourself and begin by explaining the reason for your call.
 - b. Address the behaviour, not the student. Rather than focusing on what behaviour the student exhibited, focus on the *effect*. For example, in the case of a student failing to follow instructions, the key fact is that the lesson and learning will have been delayed or disrupted.
 - c. Remain objective, again focusing on the effect of behaviour rather than offering opinions on the student themselves. For example, it is appropriate to state that a student failed to meet a deadline to complete a piece of work, but not appropriate to state that the student was lazy.
 - d. Avoid giving any opinion on the student in general, though it may be appropriate to state how the student's behaviour has affected you or your lesson. For example, a student should not be labelled as 'rude' or 'nasty', though you may describe how a student's conduct left you 'upset' or 'disappointed'.
 - e. The telephone call should be concluded in a manner that ensures that the information given has been understood by the parent and that they have no unanswered questions. The parent must understand that a detention will follow as a sanction and that your expectations will be for the behaviour to not be repeated in the next lesson.

Difficulties during the conversation

4. On occasions, a parent may dispute a teacher's version of events, or react unfavourably towards the telephone call. If at any time the teacher making the call feels uncomfortable with the parent's response, they may inform the parent that they are

referring the call to a senior colleague and ask them to hold while the telephone is transferred. If it is anticipated that the call will be difficult, then it may be made using speaker phone, as long as the parent is informed at the outset of the call and the call is being made from a private setting.

Failure to make contact with a parent

5. If all reasonable attempts to contact the parent personally (all available numbers on SIMS having been tried), then the teacher should follow one or both of the following actions:
 - a. A telephone message should be left briefly stating the reason for the call and requesting the parent to call back once they are available.
 - b. An email should be sent to the parent following the guidelines set out in point 3.