

## Consultation meetings with Parents and Carers on Managing Low Level Disruption

### - Feedback

Mr Magner and senior Staff have been meeting with Parents and Carers to discuss how the Academy can meet the new OFSTED requirements on Behaviour with particular reference to the expectation that low level disruption is NOT TOLERATED at the Academy due to educational research proving that this type of behaviour can impact significantly on progress and attainment, particularly for disadvantaged pupils. Please see some of the key points raised below:

- Parents generally recognised the need for good behaviour and wanted that for their children in school.
- There was a discussion about the types of behaviour that were examples of Low Level Disruption and a recognition that the “bar had been raised” in terms of behaviour.
- There was some criticism of some children having to stand up in Assembly to account for poor behaviour at lunchtime which a number of parents felt was “humiliating”. Mr Magner explained the context of this decision in supporting Midday Supervisors who felt they had been seriously disrespected by a group of children and that this had been dealt with calmly but appropriately to hold children to account for poor behaviour. He added that it wasn’t always possible to have a “quiet word” with children, particularly when some examples of poor behaviour had to be urgently addressed. He agreed to review with colleagues the appropriateness of all behaviour interventions while asserting that Low Level Disruption would not be tolerated.
- Some parents felt that Midday Supervisors didn’t always address issues for pupils and this could lead to problems. Staff agreed to meet with Midday staff to discuss behaviour management while always seeking to supplement Midday supervision at lunchtime with Senior Management Team Staff.
- Some parents felt that more could be done to communicate with them over positive behaviour. Mr Magner discussed the rationale for our “Behaviour Band” rewards system but added that staff would look to provide more immediate feedback to parents through the staff. In the first instance the very positive reaction to the “See-Saw” application in Reception would be extended to Key stage 1 in January.
- Mr Magner acknowledged that, quick improvements to Low Level Disruption was a challenging process for everyone but that “appropriately trained visitors” to school could visibly see the difference in a two week period and that children could articulate the improvements themselves.
- School would be communicating with and working with parents whose children were causing low level disruption.
- Some parents who had children with complex needs expressed their anxiety about their child’s ability to meet these expectations and the consequences for them. Mr Magner said he was sympathetic to these concerns but said the key here was clear improvements over time and how school responded to these individual needs.
- Mr Magner explained that this improvement in behaviour was not an initiative but a continuous requirement but he believed that meeting these expectations would become easier for the children over time and there would be a return to the focus on rewarding positive behaviours rather than challenging negative behaviours.

- Staff asserted it was easier to teach with no distraction and that the overwhelming majority of children preferred it.
- DM asserted to parents that there was absolutely no difference in the way he would manage the behaviour of a child in school or his own child with the same principles of high expectations, consequences for actions with reflection, positivity and improvement being the key.
- Some parents felt that children had to learn that there were consequences for actions and that this principle helped them behave well in school and at home.