



# Fleet Primary School

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## Behaviour For Learning Policy

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‘I think it’s super, super safe and fun. I love the school.’ – Year 3 child.

‘Good behaviour and a positive attitude to learning are the cornerstones for educational success.’ – Fleet parent/carer.



### UN Convention on the Rights of the Child



**Article 29** - Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

At Fleet Primary School we want all children and their families to feel welcome, involved and part of our school community. We strive for high standards for all children in their behaviour, attitude to learning, social confidence and academic achievement. This policy outlines the ways in which we promote positive behaviour for learning.

## AIMS

Aims of the school are:

- to provide a caring, secure and stimulating environment where each child can achieve their full potential and in doing so individuality is celebrated and everyone is respected;
- to use positive reinforcement strategies that help children feel good about themselves, their abilities and achievements;
- to teach children to think about behaviour and learn to develop self-control;
- to resolve behaviour issues in a just and fair way, using strategies adapting to a child's individual needs;
- to create a happy, friendly atmosphere where confidence, respect and trust are of paramount importance and where staff, pupils, parents, carers and governors work together in a spirit of co-operation.

## OUTCOMES

The successful implementation of this policy will:

- help children to recognise their own powers of self-discipline, in order that they may co-operate within the school and relate to others in a caring and confident manner;
- help children to understand and distinguish between appropriate and inappropriate behaviour;
- develop strategies for individuals to deal with conflict in an appropriate manner;
- help ensure that all adults working within the school community accept a commitment to their collective responsibility for the emotional and social development of all the children in our care;
- make clear our behaviour expectations for parents in order that they support the school in the management of unacceptable behaviour at school when or if it occurs.

## WORKING WITH PARENTS AND CARERS

At Fleet one of our core philosophies is to work in partnership with parents/carers. We believe that a vital factor in a child's success at school is positive relationships between home and school and so aim to create a happy, orderly and co-operative community. We are an open and accessible school with easy access to class teachers and the Senior Leadership Team, particularly at the beginning and end of the school day. Where there are serious or persistent problems with a child's behaviour, parents/carers will always be involved by staff. Similarly if a parent is concerned about an aspect of behaviour, they should always approach the class teacher or a member of the Senior Leadership Team.

We believe that we are in the best position to deal with any incidents that occur within school and therefore ask parents/carers to support us with this and report the matter to us rather than speak directly to another child or the child's parent/carer.

## **STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR:**

### **An engaging curriculum**

The quality of the curriculum at Fleet is a key factor in managing children's behaviour. Class teachers spend significant time trying to make the curriculum as engaging and exciting as possible to ensure that children are motivated and engrossed in their learning. We believe educational visits are also vital to this and are carefully chosen to provide experiences children may not otherwise encounter and so bring the curriculum to life.

### **Inclusion**

We believe that it is essential to ensure that all children are entitled to the same opportunities at Fleet and that every child feels included and valued. There is a wide range of ways in which we do this including adapting and differentiating the curriculum so that every child can access learning, as well as an extensive range of non-selective sports, music and extra-curricular opportunities.

### **Pastoral Care**

A wide ranging programme of pastoral care and support is under the leadership and guidance of the SENDCo, PSHE Lead and the Learning Mentor in order to support children at Fleet. As well as meeting children individually, there are also a range of activities that includes social, friendship, communication and transition groups, to support targeted children in the areas that they find difficult.

### **PSHE**

PSHE (Personal, social, health and economic education) is taught weekly from Years 1 to 6 using the Camden Scheme of Work as well as responding to situations that may arise. By learning about Self Awareness, Respect and Relationships, Health and Safety and Citizenship in an age appropriate curriculum, it helps to develop the qualities and attributes children need to thrive as individuals, family members and members of society.

### **Rights Respecting School Award (RRSA)**

We embedding the UN Convention on the Rights of the Child (UNCRC) at Fleet. The Unicef UK Rights Respecting Schools Award (RRSA) supports schools across the UK to embed children's human rights in their ethos and culture. The award recognises achievement in putting this at the heart of a school's practice to improve well-being and help all children realise their potential. A key feature of the programme is, as well as helping children become aware of their fundamental human rights, to ensure that they recognise the rights of all children under the convention and how incidents of poor behaviour, unkindness to others etc infringe on these. Children apply to become Rights Respecting School Ambassadors and they run projects throughout the school year to raise awareness of UNCRC issues to the wider community. At the start of each academic year each class thinks about these rights when creating their class charters which teachers use and revisit throughout the year.

### **Pupil Voice**

There are many ways in which we provide opportunities for 'pupil voice' to be heard. A girl and boy from Years 2 to 6 are elected by their peers each September to represent them at regular School Council Meetings. We also have Rights Respecting Ambassadors (Years 3 to 6) who meet regularly to work on school wide projects. The children are also surveyed periodically to find out

their views on different aspects of school life, such as during anti-bullying week, as well as an attitudes to school annual survey.

### Restorative conversations

A restorative conversation is used between an adult and child/ren in order to attempt to resolve a situation or conflict so those involved feel their views have been heard, the impact on others has been considered and reconciled, whilst consequences are felt to be fair and proportionate. A restorative conversation is particularly useful when there has been a dispute or disagreement between children as it helps them to see who has been affected by their actions, how the situation can be resolved and what steps can be taken to ensure it doesn't happen again.

### INCENTIVES

At Fleet, we aim to manage children's behaviour with a balance of intrinsic and extrinsic motivation. While the ideal is that all children will instinctively act in an appropriate manner, we recognise that on occasion some children may benefit from an extra incentive to enable or remind them to successfully achieve this. We also believe that it's essential to recognise those children who consistently meet and exceed behaviour expectations at all times. In addition to praise and affirmation within the classroom, we also reward children through:

- Showing examples of their learning reflecting effort and high standards in weekly whole school Sharing Assemblies;
- Work being shared with the wider school community through the newsletter or school twitter account;
- Being chosen by their class teacher as Star of the Week, having recognition of this in Sharing Assembly, receiving a certificate and being celebrated in the school newsletter;
- Class Effort Recognition – 'Fleet Treats', the whole class working towards a whole class treat, e.g. a visit to the Heath, working collectively to achieve this;
- Members of staff letting parents/carers know when their child has done something particularly praiseworthy;
- Being sent to the Headteacher or another senior member of staff, for special praise.

### SANCTIONS/CONSEQUENCES

Inappropriate or poor behaviour will be discussed between the child and adult concerned. All staff carry with them a keyring with the UNCRC articles most appropriate to school behaviour and expectations (designed by our ambassadors) and these are referred to during discussions. Most children will respond to this, however for those who find it difficult to behave appropriately or exhibit consistently challenging behaviour, we have a framework of sanctions, including:

- Missing a playtime/lunchtime or part thereof;
- Taken to work in another class for the rest of the session;
- Taken to a member of the Senior Leadership Team;
- Withdrawal of privileges such as football, after school clubs, trips;
- Finishing work at play or lunchtime;
- Taken to work in another class for a day or longer. We would always let parents know as this is in effect an 'internal exclusion', and is only given for particularly disruptive or on-going behavioural issues;

The list of sanctions is not sequential and each situation is judged individually according to circumstances and treated accordingly.

### **SPECIFIC BEHAVIOURAL ISSUES**

As an inclusive state school there will be times when a very small number of children, due to a wide range of reasons, have particular behaviour difficulties and/or barriers to their learning which makes it harder for them to maintain appropriate behaviour within the boundaries in place. In such cases the SENDCo, Headteacher and Deputy Head will support the class teacher, other relevant staff and parents/carers to develop strategies to support the child in regulating their behaviour.

A wide range of strategies as well as internally and externally led interventions may be used according to the particular needs of the child including:

- Behaviour plans and behaviour logs;
- Home/school communication book;
- Regular meetings/phone calls between staff and parent/carers;
- Primary Learning Support Service (Behaviour Team) involvement;
- Educational Psychologist involvement;
- Camden Adolescence Mental Health Service (CAMHS) involvement;
- Extra adult support where appropriate;
- Additional supportive professionals/services as appropriate and/or available (e.g. Music therapy, outreach support worker etc.)

While bespoke plans which include aspects of the above, will always be put in place to support children with particular behavioural needs, on very rare occasions, in cases of prolonged disruptive behaviour, it may be necessary to issue an external exclusion period. This can range from a fixed term of one or two days to ultimately a permanent exclusion.

### **EXCLUSION**

Exclusions come in three different forms, depending on the severity of the incident.

#### **Internal Exclusion**

- When a child is internally excluded they will remain on the school premises for the duration of the exclusion. They will be educated in a classroom other than their own or in a specified location with an adult. They have no contact with the other children in their class for the duration of the exclusion, which means they follow alternative break time arrangements and take their meals away from the school dining hall.

#### **Fixed Term Exclusion**

- When a child receives a fixed term exclusion they are not permitted on the school premises during the school day for the duration of the exclusion. Parents are expected to support the school's decision by keeping their child at home and ensuring any work given is completed during the time out of school. When the time arrives for the child to return to school, the parent/carer will have a re-integration meeting with their child and the Headteacher before they return to class. All details of the exclusion, and how to appeal against it, are always given to the parent/carer in writing at the start of the exclusion.

## Permanent Exclusion

- Permanent exclusions are given when a child has been involved in an incident of such severity that the school no longer feels it is the appropriate place to educate the child. Camden and National guidelines are always followed and the parent/carer is supported throughout the process. See latest guidance in DfE publication 'Exclusion from maintained Schools, Academies and Pupil Referral Units in England' (September 2017) for more information.

## BULLYING

Bullying is an issue taken seriously within the school and we try to create a climate where children and parents will feel comfortable about reporting any incidents to a member of staff. We do not tolerate any forms of prejudice-related bullying, or bullying of any form. Please refer to the school's Anti-Bullying policy for further details and outline of procedures. The E-Safety Policy also contains details referring specifically to on-line bullying.

## STAFF TRAINING AND SUPPORT

As specified in the Code Of Conduct, staff are expected to model positive and appropriate behaviour at all times in their social interactions with children, parents/carers and colleagues. Behaviour management is part of the on-going professional dialogue amongst all adults in the school and teachers/support staff, as well as the Senior Leadership Team, are always willing and available to discuss behaviour management strategies and methods and offer advice to colleagues.

An INSET session at the beginning of each academic year is devoted to discussing and reviewing behaviour in the school and it is periodically addressed, when required, in staff meetings during the course of the year.

The school takes advantage of local authority and independent training and courses where appropriate.

## PROCEDURES FOR POLICY MONITORING AND DISSEMINATION

Governors will use information and data provided by staff, families and pupils to review and update this policy in line with the school policy review schedule.

All members of the school staff will be aware of the policy. It can be accessed by parents/carers through the website and paper copies are available from the school office. We invite parents or carers to discuss the policy with their children and will welcome feedback from all members of the school community.

Senior staff will monitor this policy, identify progress and carry out any necessary follow-up.

## STAFF RESPONSIBLE

Don M<sup>c</sup>Gibbon (Headteacher)  
Rebecca Wall (Deputy Headteacher)  
Rhian Mulji (SENDCo)  
Nicola Budd (PSHE & Rights Respecting School Lead)  
Lisa Bradley (Learning Mentor)

**Head Teacher: Don M<sup>c</sup>Gibbon**  
**Policy written: September 2017**

**Chair of Governors: Kim Issroff**  
**Review date: September 2019**