

# The Abbey Primary Social Policy

Date established by Governing Body: Sept 2009

Date for full implementation: Sept 2009

Reviewed: Sept 2015

This holistic policy combines the statutory policy arrangements for:

- Pupil Discipline Policy (positive behaviour and self-discipline)
- Anti-Bullying Policy (Friendship and anti-bullying strategies)

This policy also makes reference to the following policies which are based on the same Core Values and support the same broad aims for social development.

- Race Equality Policy (Promoting Racial Equality)
- Curriculum Policy (Personal, Social, Emotional and Health Education/Citizenship/Core Learning Skills Curriculum – Personal and Social Competencies)
- Equal Opportunities Policy
- Home-School Agreement Policy
- Special Educational Needs Policy
- Sex & Relationships Education Policy

This policy is designed as both an aid and reference for Staff, Governors, visitors and Parents/Carers. It outlines the roles and responsibilities of the Headteacher, other Staff and Governors.

## Introduction & Policy Rationale

The Staff and Governors at The Abbey Primary School believe that the education we provide should influence and reflect the kind of society we want for our children in the future. It is important, therefore, to recognise a broad set of common values that underpin and inform our social policy.

### British Values

The DfE have recently reinforced the need **“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”**

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At The Abbey Primary School these values are reinforced regularly and in the following ways:

#### **Democracy:**

Pupils have the opportunity to have their voices heard through our School Council and Pupil Interviews. The elections of the House Captains are based solely on pupil votes.

#### **The Rule of Law:**

The importance of rules, whether they are those that govern the class, the school or the country are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the values and reasons behind rules and how they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help to reinforce this message.

#### **Individual Liberty:**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through our provision of a safe environment and through our Community Code. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and Abbey Skills.

#### **Mutual Respect:**

Our school ethos and behaviour policy has evolved from our Community Code and our 5Bs. These are a focus for our class discussions and assemblies showing what these mean and how they relate to our daily lives. Our ethos promotes respect for others and this is reiterated through our school rules and our behaviour policy.

#### **Tolerance of those of different faiths and beliefs:**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by our Abbey Skills and RE learning.

## Core Values

Our Core Values are:

- **Self-respect**
- **Wisdom**
- **Justice**
- **Courage**
- **Compassion**
- **Aspiration**
- **Respect**
- **Responsibility**

The education that children receive at our school should reaffirm our commitment to these Core Values and help our young people acquire an understanding of why their society is as it is. We believe in promoting these Core Values through staff, parents and pupils; this policy outlines how this will happen.

## Policy Aims & Objectives

This policy aims to outline explicitly and implicitly the ways in which the school develops our children socially and supports a positive school environment.

Specifically our school should be a place where:

- everyone feels valued, safe, happy and secure
- everyone feels free from harassment and racial discrimination
- everyone has equality of opportunity
- positive relationships are promoted between everyone
- everyone is treated as an individual and their self esteem is encouraged
- all children are enabled to make progress to the best of their ability
- good and appropriate behaviour is promoted at all times
- everyone participates in a curriculum that takes full account of the richness and diversity of the worlds cultures so that they can develop understanding of and respect for people of different racial, ethnic and cultural backgrounds

## The Learning Environment: Minimum Standards

There are Minimum Standards for aspects of school life which promote consistency throughout the school. (See appendix II)

## Promoting Positive Behaviour & Self-discipline

The behaviour and self-discipline within our school community should reflect the overall values and positive approach that we hold.

Being part of a community inevitably means that we need to think about and be aware of the needs and feelings of others as well as ourselves. We strive to provide an emotionally literate community and use the Abbey Learning Skills Curriculum: Personal and Social Competencies to intentionally teacher social competencies.

We need to be able to co-operate, work in partnership, understand and show respect for each other. To achieve this there needs to be a framework within which **everyone** understands their individual and collective responsibilities.

The purpose of this policy is to show how we plan to positively, guide, support, encourage and support each other in self- discipline and our part we play within a caring society.

## **Community Code**

The foundation of our positive behaviour and self-discipline policy is our whole-school Community Code, known as The 5 B's. This Code is based on our Core Values and promoted throughout the school.

The 5 B's provides a simple guide for both staff and pupils.

Our Core Values are:

- **Be Yourself**
- **Be Caring and Kind.**
- **Be Thoughtful and Fair.**
- **Be Honest and helpful.**
- **Be Your Best**

***“Be all you can be. Be yourself, be your best.”***

**These are the values that we aspire to.**

All staff are responsible for reinforcing the code in a variety of ways, including:

### **Head Teacher**

- modelling appropriate behaviour to pupils and parents and staff

### **Office and Site Staff**

- prominently displaying the 5 B's in the office and reception area
- modelling appropriate behaviour to pupils, parents, visitors and each other

### **Teachers and Teaching Assistants**

- prominently displaying it in every classroom
- using photographs to illustrate the 5 B's
- making constant reference to the 5 B's during the day
- making explicit links to whole class and individual reward systems
- modelling appropriate behaviour to pupils, parents, visitors and each other

### **Lunchtime Supervisors**

- prominently displaying it in the Hall
- making constant reference to the 5 B's during lunchtimes
- making explicit links to individual lunchtime reward systems
- modelling appropriate behaviour to pupils and each other

### **Governing Body**

- modelling appropriate behaviour to pupils, parents, visitors and each other
- making constant reference to the 5 B's during school visits and Governing Body meetings, etc.

We use the 5 B's as a basis for simple **Whole School and Classroom** rules and routines.

e.g.

**Be Thoughtful and Fair** We will share and take turns.

**Be Caring and Kind** We will look after each other.  
We will listen to each other.

**Be Honest and Helpful** We will look after the things in our classroom.  
We will tell the truth.

**Be Your Best** We will try our hardest.

## Promoting Positive Behaviour and Self-discipline

The staff at The Abbey Primary recognise that both appropriate and inappropriate behaviours often mask legitimate needs, such as, **to be noticed** (attention-needing) **to be in control** (power needing), **to be aggressive** (revenge-needing), **or to have low self esteem** (displaying inadequacy).

We use the framework to help meet legitimate needs and not reinforce inappropriate behaviours. These strategies are designed to change the behaviour.

Our staff receive professional development on the '**Goals of Behaviour**' and '**Effective Management Strategies**' outlined in the following table:

Goal	Example Behaviours	Masked Feelings	Teacher Feelings	Effective Strategies
<b>Attention - Needing</b>	calling out	insignificance ignored	worn-out/worn down irritated	<b>praise for appropriate behaviours</b> <b>planned attention time</b>
<b>Power - Needing</b>	refusal to comply	powerless	angry/undermined	<b>choices</b> <b>'face-saving time'</b> <b>non-confrontational language jobs or responsibilities</b>
<b>Revenge - Needing</b>	hurting others without reason	injustice	helplessness	<b>listening without prejudice or comment</b>
<b>Displaying Inadequacy</b>	always 'stuck' not knowing what to do or who to play with	low self-esteem/belief low confidence	irritated and exasperated	<b>self-help techniques and simple routines</b> <b>self-esteem boosting</b>

## Promoting appropriate behaviours and managing inappropriate behaviours:

<p><b>1. General Praise</b></p> <ul style="list-style-type: none"><li>• “Well done everyone is ready”</li><li>• House points awarded to the whole class...</li></ul> <p><b>2. Non-verbal Prompt</b></p> <p>Shake Head/Gesture, etc.</p> <p><b>3. T.I.B &amp; Praise</b></p> <p>Plan to ignore certain behaviours but praise others</p> <p style="text-align: center;"><b>LEVEL 1</b></p>	<p><b>1. Proximity Praise</b></p> <ul style="list-style-type: none"><li>• ‘Well done Sarah, I can see you are ready’</li><li>• House points awarded to individuals...</li></ul> <p><b>2. 5 B’s Reminder</b></p> <p>“Show me being responsible, thanks.”</p> <p><b>3. Direct Instruction</b></p> <p>“Put the pencil down Darren, thanks,”</p> <p style="text-align: center;"><b>LEVEL 2</b></p>	<p><b>1. Warning &amp; Choice</b></p> <p>“Darren put the pencil down and you can start your play or you will have to miss your turn. It’s your choice.”</p> <p><b>2. Final warning and Choice</b></p> <p><b>3. Logical Consequence</b> (see below)</p> <p style="text-align: center;"><b>LEVEL 3</b></p>
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**Always start at Level 1** (when it is safe to do so).

We recognise some pupils have Special Educational Needs and may need additional support to manage their behaviour effectively.

We use a range of simple strategies to promote appropriate behaviour, including using a language of discipline:

- **Full Praise Statements**

e.g., “Sarah, you have remembered to put your hand up, well done!”

- **Simple Direct Instructions (positive and assertive language)**

e.g., “Sarah, put up your hand when you want my attention, thanks!”

- **Simple Warning and Choices**

e.g., “Sarah, put your hand up and I will come to you. If you don’t, you will have to wait. It’s your choice.”

It is important that pupils have ‘face-saving time’

e.g. “...by the time I return.”, “...when I next look over”, etc.

### Simple Tangible Reinforcers (in a hierarchy)

- Praise statements
- House points
- Achievement Assembly: Head Teacher’s Award, Bee of the Week Award

## Logical Consequences

If, despite warning and choices pupils choose not to behave appropriately then there will a logical consequence.

The consequence must be:

- **Fair** in proportion and aimed at learning from mistake
- **Certain** it will happen
- **Known in advance** not a shock or surprise, given as part of a warning and choice
- **Logical & related** should a pupil hurt someone they apologise, etc.

## Hierarchy of Consequences:

- Verbal Warning – say name
- Move child to another seat/activity within the classroom
- Miss all/part of breaktime **under the supervision of CT**
- Move the child to another class (KS Co-ordinator). KS Co-ordinator to speak to child
- CT/KS Co-ordinator to inform parent
- If KS Co-ordinator has serious concerns inform HT/AHT
- HT/AHT to speak to parent

## Persistent Problems

If problems are persistent or recurring, parents will be involved. These children may be placed on the school's register of Special Educational Needs. Children may be placed on a daily or weekly report system to monitor their behaviour with parents' support. Advice from external agencies will be sought if the child fails to respond to in-house methods.

For more serious mis-behaviour the school follows guidance outlined in the following publications: *DFE Improving Behaviour and Attendance: Guidance on exclusion from Schools and Pupil Referral Units. (Sept 2008)*

Statutory Guidance can also be found in; *A Guide to the Law for School Governors, Chapter 12; Social Inclusion: Pupil Support – DfEE Circular 10/99 and Guidance on Exclusion from Schools and Pupil Referral Units.*

## Exclusion

Exclusion from school is a serious step to take, however this step is sometimes the only course of action available to the school. Actions for exclusion from the school day should be implemented when a child is responsible for any of the following actions:

- Physical assault on another child or member of staff
- Constant disruption to the education of other children
- Regular breaches of the schools behaviour policy which results in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Deliberate and wilful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents will be contacted immediately and invited to school to discuss the seriousness of their child's actions.

In these circumstances, after a through investigation by the Head Teacher, consideration will be given to the use of 2-3 day fixed term exclusion in order to show the child that the school will not tolerate such actions. Similarly, the parents of any other parties involved will be made aware by letter of the course of events and action taken by the school.

The Head Teacher may consider that the behaviour of a child poses a serious threat to the safety and welfare of others. If this is the case a longer period of exclusion will be implemented and a meeting of the Discipline Committee will be convened to consider the possibility of a permanent exclusion.

The school will provide work for the child to complete at home.

## **Exclusion at lunchtime**

All parents and children should be made aware that inclusion in lunchtime is dependent on the schools ability to reasonably supervise children. If a child regularly presents behaviour difficulties which cannot be regulated by normal school sanctions the Head Teacher must consider implementing lunchtime exclusion. Prior to implementing exclusions the Head Teacher will warn the child and will write to the parents expressing the schools concerns. Children who are entitled to free school meals will be provided with sandwiches if this is the wish of the parents.

## **Promoting Friendship and Anti-bullying Strategies**

At The Abbey Primary we have defined bullying as:

‘deliberately hurtful behaviour repeated over a period of time, which may be verbal (including racism), physical, social (including when online) or psychological.’

This behaviour can take the form of:

- academic bullying (victimisation because the pupil works hard, is able or has learning difficulties),
- bullying about appearance (victimisation as a result of their clothes or features),
- disablist bullying (victimisation due to Special Educational Needs or disability),
- classist bullying (victimisation when the pupil or their family is perceived to represent a socio-economic group),
- racist and religious bullying (victimisation where the pupil is perceived as being a member of a different ethnic, cultural or religious group),
- sexist bullying (victimisation where the pupil is targeted for being a member of a specific gender).
- homophobic bullying (victimisation where the pupil is labelled as being gay, lesbian or bisexual),
- Cyber bullying

We support the pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them – pupils should be encouraged to use a range of media to help them define for themselves what bullying is.

## **Telltale Signs of a Victim of Bullying**

**(‘Bullying’, Michele Elliott, Pearson Education 2002)**

- frightened of walking to and from school
- unwilling to go to school and make continual excuses not to go
- beg to be driven to school
- change their route to school each day
- begin doing poorly in their schoolwork
- regularly have schoolwork, or clothes destroyed or taken
- become withdrawn
- start stammering
- start hitting other children
- stop eating
- become obsessively clean
- develop stomach ulcers or headaches
- cry themselves to sleep
- begin wetting the bed
- have unexplained bruises, cuts or scratches
- have possessions go missing
- ask for money or start stealing money
- continually lose their pocket money
- refuse to say what’s wrong
- attempt suicide
- give improbable excuses to any of the above

## **Promoting Anti-bullying Strategies**

- promote the 5 B's
- use positive behaviour management strategies
- promote Friendship and Problem-solving routines for pupils
- be a "telling school" where anyone seen bullying or has it done to them tells an adult
- inform the parents/carers of the bully of what has been happening
- make the consequences for bullying known to all the children

## **The 'Peer-Support Approach'**

Should staff be aware of any bullying incidents that meet the definition above, they should use the following 7 step approach.

1. The teacher / mentor interviews the pupil who has been bullied.
2. The teacher / mentor convenes a meeting with the people involved including those that have colluded.
3. The teacher / mentor explains the problem without blame but makes it clear the bullying must stop and that it is very serious.
4. The group are asked for their ideas on how to stop the bullying.
5. The teacher / mentor makes a record of the ideas.
6. The teacher / mentor makes it clear that s/he will monitor the group to see how the ideas work.
7. The teacher / mentor meets with the group, after a few days, to review the progress made.

## **What should pupils do if they think they are being bullied?**

Pupils should be encouraged to understand what bullying is and that it is important they tell someone if they feel bullied. Most pupils do not tell adults they tend to choose a peer or staff may notice changes in their behaviour. Staff need to be aware of some of the signs that could indicate they are being bullied.

## **What should the pupils tell an adult?**

- Who has been bullying you?
- How long has this been going on?
- How many times has this happened to you?
- Has anyone seen this happen? If so, who?
- Has anyone else been bullied by the same person?
- Have you told anyone else about this before?
- Was anything done about it?
- Have you done anything unhelpful that has not helped the situation?

## **What should a pupil do if they witness bullying?**

- Tell an adult in school or a parent

## **What additional steps will there be if the Bullying continues?**

Steps to make the pupil feel safe need to be taken and the staff will meet with both sets of parents to agree a way forward.

### **What action will our school take?**

The pupil should decide which adult they wish to lead the 'Peer Support Meeting' and whether they wish to be there too.

The headteacher will inform parents and/or carers of the facts so far established and what is involved in the first meeting. The parents and/or carers will be asked to meet with the headteacher separately.

If the bullying continues a meeting will be called where both parents and/or carers meet with the headteacher and chairman of governors to discuss the way forward (after a fixed term exclusion).

If any agreed strategy then breaks down a permanent exclusion may be considered (the chairman of governors taking no part in the ensuing pupil discipline and/or appeal hearings except as a witness).

### **What should parents do about bullying?**

Inform the school if they think their child is being bullied or is bullying other children. Try to establish the facts and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar. With older children it might be useful to refer to this policy and the Home-School Agreement. With all children, parents and/or carers should talk about the problems of bullying with their child.

### **Important information about bullying:**

- The nature of bullying changes, as pupils grow older and can become subtler.
- Most bullying is not physical, or direct. Children identify emotional and social forms of bullying as most hurtful.
- Bullying can take place in cyberspace, using a range of technologies.
- Bullying exists in all ages, social, ethnic and gender groups and in both urban and rural settings.
- Most bullying is between children of the same ages.
- Those who witness bullying are as deeply affected as those who are directly bullied.
- Children follow example. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves they will tend to adopt aggressive behaviour patterns themselves.

### **Review**

The governing body, headteacher and all staff view bullying a very serious impairment of the school's normal work and life, even though incidents are very small in number. They will therefore keep this policy under regular review with a report to the governing body once a year. The pupil discipline committee who will hear any parental objections to fixed and permanent exclusion will discuss individual incidents.

## **Appendix I: Definitions of bullying for Key stages 1 and 2**

In the writing of '*Bullying Matters*', Noreen Wetton and Margaret Collins devised the following definitions of bullying. These are offered as starting point for schools.

### **We think that KS1 children will be able to understand this definition:**

It **is** bullying when people:

- hurt others on purpose – especially by hitting or kicking;
- say they will hurt them;
- tease others unkindly;
- call people names;
- take their things, spoil or throw them away;
- say unkind things about others, whether true or not;
- prevent others from joining in their work, play or group activities.

It **is not** bullying when people:

- hurt you by accident;
- don't know you want to join in;
- won't let you have your own way;
- ask you to wait your turn;
- want you to go by the rules;
- borrow or use your things and forget to ask you, especially if they do not realise the things are not for general use.

### **We think that KS2 children will be able to understand this definition:**

It **is** bullying when people:

- deliberately hurt others time after time, especially when they are unable to defend themselves;
- tease others, especially when the person getting teased begins to feel unhappy about it;
- call others names, especially when the names are about how people look e.g race, colour, culture, gender, ethnic origin or any form of disability;
- threaten that they will hurt others;
- try to take possessions or money by force;
- demand that others give money or possessions;
- force others to do things they know they should not do;
- hurt others physically;
- spoil, damage, take or throw away other people's belongings;
- leave people out of play, groups or other social activities deliberately and frequently;
- exaggerate tales or spread rumours particularly when meaning harm to the person;
- act maliciously towards others, openly or by stealth;
- make offensive remarks, hiss or otherwise show that they are intending to hurt or dominate them.

It **is not** bullying when people:

- borrow things and forget to return them;
- ask if they can join in;
- call you by a name you are happy with;
- hurt you accidentally;
- explain why you cannot be included in a group activity

## **Appendix II:**

### **The Learning Environment: Minimum Standards**

Minimum Standards are the 5 dimensions.

#### **Dimension 1 –Core Values and Community Code**

- Annual re launch Core Values & Community Code – September Assembly
- Interactive class display for Core Values
- Class to display a laminated, signed copy (A3) of the 5 B's
- School Council to photograph Core Values in action throughout the school
- Re elect School Council annually (problem solving/leadership/confidence)
- Ongoing Learning Environment Audit
- Whole School /Class and Parent Assemblies promoting Core Values

#### **Dimension 2 – Physical Environment**

- Minimum standard for each class (learning wall/ achievement displays/ Core values/ 5 B's /organisation space (homework board)/ personal space (drawer)/ Abbey team roles/ Core learning skills
- Teach Abbey team roles throughout the curriculum

#### **Dimension 3 – Pupil Voice/ Learning Forum**

- Pupil Voice/ Learning forum – minuted by School Council on DB learning platform
- DB platform Survey Component for pupil voice
- Re elect School Council annually
- Pupil Interviews
- Termly Learning Conferences

#### **Dimension 4 - Mentoring**

- Mentoring (Bee Line Buddy) introduced Sept 2010
- Learning Mentor
- Classroom Wellbeing Folder
- Provision Map
- Success Centre
- Hive of Wellbeing

#### **Dimension 5 – Learning Environment Beyond School**

- Locality
- Visits/visitors
- Outside classroom
- Community classrooms
- Goals/ Abbeyfields
- PLT festivals
- Forest schools