



Social Policy

Date established by Governing Body:	January 2018
Date for full implementation:	January 2018
Date for Review:	December 2018

Introduction & Policy Rationale

The Staff and Governors at The Abbey CE Academy 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.

As a Church of England Academy, we maintain a Christian ethos throughout our curriculum, promoting Christian values such as: creativity, courage and wisdom. Children and staff are encouraged to display Christian values of tolerance, respect and caring for others. This document serves to define a whole school vision to promote and maintain exemplary behaviour within the school. It is a primary aim of the school that everyone feels valued and respected and that they are fairly treated. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy reflects recommendations and statutory guidance:

- DfE (2014) *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff updated September 2015*
- David Ross Education Trust, Behaviour for Learning Policy

This Social Policy now combines the statutory policy arrangements for:

- Behaviour 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.

- Safeguarding Policy
- Exclusions Policy
- Positive Handling and Physical Intervention Policy
- Radicalisation Policy
- 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.

Policy Aims & Objectives

This policy aims to outline explicitly and implicitly the ways in which the school develops our children socially and encourages a positive school ethos and culture. We endeavour to make our school 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
- good and respectful behaviour is promoted at all times
- everyone is supported to make progress socially, emotionally and academically
- everyone participates in a curriculum that is interesting, relevant and takes full account of the richness and diversity of the world's cultures so that they can develop understanding of and respect for people of different racial, ethnic and cultural backgrounds

Promoting Positive Behaviour, Self-discipline and Respect

Behaviour, self-discipline and respect 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 follow the Jigsaw scheme of work for our Personal, Social, Health, Education.

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, encourage and support each other in self-discipline and the part we play within a caring society.

Community Code

The foundation of our Social Policy is our whole-school Community Code. Our Community Code is based on our Core Principles, underpinned by our Christian Values and promoted throughout the school. This is explained to parents in the school booklet and reinforced in our Home-School Agreement. Our Core Principles are:

- Respect
- Responsibility
- Safety

Our Community Code encapsulates these principles and states our commitment to the encouragement of lifelong learning: **'Broadening Horizons, Learning Together.'**

We expect all children to demonstrate the following behaviours:

- **Be gentle, kind and helpful** – don't hurt anyone or anyone's feelings
- **Listen** – don't interrupt or ignore
- **Speak politely to everyone** – don't shout or speak rudely to anyone
- **Look after property** – don't waste or damage it
- **Work hard** – don't give up
- **Be honest** – always tell the truth
- **Sort out problems calmly by listening to each other and talking it through** – don't shout or lose your temper
- **Walk quietly and safely around the school** – don't run or use loud voices

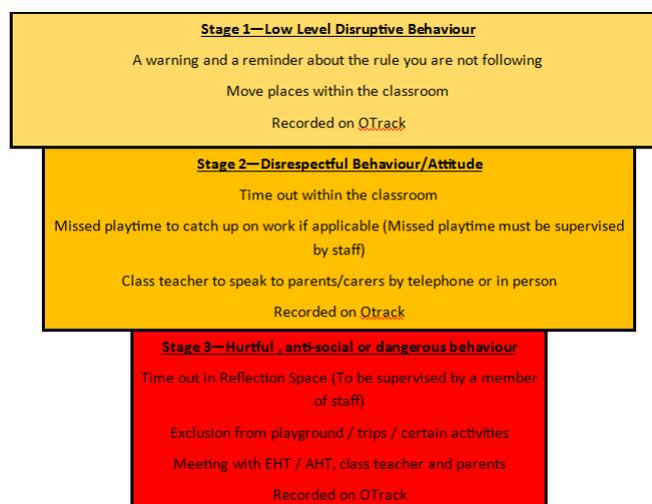
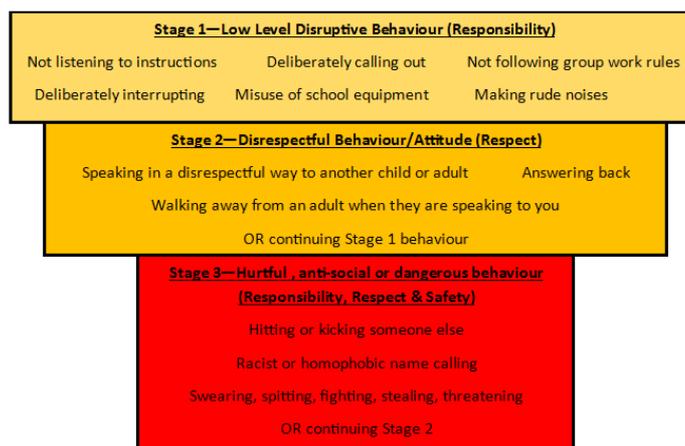
The above list is displayed in classrooms and around the school with the related principles as illustrated below.

Do....	Don't...	Principle
Listen to the adults and each other	Interrupt or ignore instructions	Respect
Be kind, gentle and helpful	Hurt anybody or anybody's feelings	Responsibility
Look after things	Waste or damage things	Respect Responsibility
Work hard	Give up	Responsibility
Be honest	Cover up the truth	Respect Responsibility
Sort out problems calmly by listening to each other and talking it through	Shout or lose your temper	Respect Responsibility
Walk quietly and safely around the school	Run or use loud voices	Safety

We promote positive behaviour in the following ways:

- 'Aiming High At The Abbey'
- Star of the Week Award
- House points- awarded through Class Dojo
- Praise given – adults modelling positive behaviour
- Phone calls home to parents
- Postcards home to parents

We deal with inappropriate behaviour using a staged and stepped approach:



Promoting Friendships and Anti-bullying Strategies

At The Abbey CE Academy we define bullying as:

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

At The Abbey CE Academy we teach the children to recognise the many forms of bullying including – racial, religious, cultural, disabilities, sexual orientation, sexist or related to appearance. We understand that bullying behaviour can be physical (hits, damage to belongings), verbal (threats, insults, name calling, nasty teasing), relational (rumours, social exclusion) or by phone or computer (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. The school supports Anti Bullying Week. The Junior Leadership Team are involved in raising awareness of bullying behaviours and delivering anti bullying messages.

The school recognises that bullying is unacceptable at all levels and that bullying behaviour by pupils, parents or other staff will not be tolerated.

Promoting Anti-bullying Strategies

- promote the Community Code and Core Principles
- use positive behaviour management strategies
- promote Friendship and Problem-solving routines for pupils
- be a “telling school” where anyone who has seen 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
- regularly discuss ‘bullying’ in class circle times and assemblies
- encourage ‘Playground Buddies’ to look out for ‘bullying’ behaviour.
- involve older pupils in ‘Peer Mediation’ to resolve minor disputes.

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. Staff need to be aware of some of the signs that could indicate they are being bullied.

What should a bullied pupil 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. It is the responsibility of all members of the school community not to encourage or condone bullying behaviour by ignoring it.

What will the school do?

1. The Teacher talks to the pupil who has been bullied
2. The Teacher convenes a meeting with the people involved including those that have colluded
3. The Teacher 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 makes a record of the ideas
6. The Teacher makes it clear that s/he will monitor the group to see how the ideas work
7. The Teacher will contact the parents
8. The Teacher meets with the group, after a few days, to review the progress made.

If the Teacher has followed the procedures but feels they would like further support then they should inform a member of the Senior Leadership Team who will follow the actions outlined above.

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 further actions will our school take?

If the bullying continues a member of the Senior Leadership Team will inform parents and/or carers of the facts so far established. The parents and/or carers will be asked to meet with the member of the leadership team separately. If the bullying continues a fixed term exclusion may be considered. A meeting will be called where both parents and/or carers meet with the Executive Headteacher and Chair of Governors to discuss the way forward. If any agreed strategy then breaks down a permanent exclusion may be considered (the Chair 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 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.

Recording Bullying Incidents

A bullying Incident form (Yellow Form) will be completed during the investigation and kept in the Family Support Worker's office. The Leadership team will follow up incidents and analyse patterns. It may be helpful to involve the Family Support Worker where a pupil has need for ongoing emotional support.

Review of the effectiveness of Anti-bullying strategies in school: The Governing Body, Headteacher and all Staff view bullying a serious impairment of the school's normal work and life, even though incidents are infrequent. We will keep this policy under regular review with a report to the governing body once a year. The children will be asked whether they feel the policy is working or not through Junior Leadership Team. Parents will be consulted on the effectiveness of the policy through questionnaires.

Screening and Searching:

Children are prohibited from bringing dangerous or offensive items onto the school grounds. The Abbey CE Academy reserves the right to search or screen any child that a member of staff has reason to suspect to be carrying or bringing unauthorised or banned objects into school. This includes;

- Illegal drugs
- Alcohol
- Dangerous substances including aerosols
- Weapons and sharp objects
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any other item that could harm others physically or emotionally

Staff may request a child to empty their bags, pockets or they may search children's lockers. This will be carried out in the presence of the child and another member of staff. Any items found will be confiscated, retained or disposed of and parents/carers will be informed. Some items may be passed onto the police.

We ask that all pupils hand in mobile phones to the school office at the start of the day. Any child who is found to have a phone in their possession during the school day will have it confiscated and parents will be informed.

Use of Physical Intervention

At The Abbey CE Academy we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently at all times. For a very small number of children the use of physical intervention may be needed to help them if they become aggressive, violent or unsafe. Staff, who may be called upon if needed, have undertaken the necessary physical intervention training. All incidents of physical restraint are recorded in the bound and numbered incident book in the Head Teacher's office.

All school staff have the right to intervene in the following situations;

- To protect the pupil from harm
- If the behaviour of a pupil puts the safety of others at risk
- To prevent a pupil from absconding
- To prevent serious damage to property

Physical intervention may form part of a child's Individual Behaviour Plan if they display aggressive or challenging behaviours. Such plans will be discussed and agreed in consultation with the parents/carers, child and school staff. Positive handling and physical intervention is carried out in-line with the school Positive Handling policy. A Positive Handling Plan will be in place for any child who has been restrained or who needs it as part of their Individual Behaviour Plan.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Headteacher. The matter will be kept strictly confidential. If the allegation is against the Headteacher the Chair of Governors will be responsible for referring the matter. The School will follow the Trust Guidance and policies on allegations.

Exclusion

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve.

Exclusions can only be imposed by the Executive Headteacher or the Associate Headteacher.

Exclusion of any pupil is a serious matter and each case will be considered individually and a decision regarding the type and duration of an exclusion will be made based on the incident and the history of the individual child. Governors are informed of any exclusions that have taken place.

Behaviour outside the school gates

Children are expected to uphold the reputation of the school whenever they are out of school, whenever they are taking part in;

- an organised school trip or school related activity
- travelling to/from school
- wearing school uniform
- in some way identifiable as a pupil from The Abbey CE Academy

Children may be subject to school consequences if their behaviour is hurtful or damaging to others (parents, staff, children or members of the public), affects the orderly running of the school, or brings the school into disrepute.

Whilst The Abbey CE Academy cannot be responsible for pupil behaviour when they are out of school, we will endeavour to investigate any incident, which is reported to the school. The school will always cooperate with the police in any investigation of incidents, which are thought to involve children from our school.

Strategies for Supporting Children in Transition

Children starting at The Abbey CE Academy will meet a member of the leadership team and Class Teacher who will explain about the school rules, expectations, rewards and consequences. Parents/carers will also be involved in the discussion and will be given a copy of the Home/School agreement, which will need to be discussed during their first week of school. The class teacher is responsible for ensuring that new children understand and follow the School Rules and are aware of the systems for rewards and consequences. Support staff are informed of new starters and provide additional targeted support.

Statutory Guidance can also be found in;

DfEE (10/99) 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.

DfE (2014) Behaviour and Discipline in Schools: Advice for Headteachers and School Staff

Appendix 1 Behaviour Support Plan If a child has behavioural needs that need to be managed with additional planning, they will be referred to the Family Support Worker.

Appendix 2 Stage 3 Behaviour Record

Appendix 3 Expected Behaviours

Appendix 1 Behaviour Support Plan

Name of child:

Class:

Date:

Teacher:

Description of Behaviour/ triggers	Purpose/function	Preventative strategies inc.teaching strategies (Proactive)	Early interaction (Active)	Adult intervention (Reactive)
			<ul style="list-style-type: none"> ▪ 	
Review Date:				

Communication of the Behaviour Plan to: _____

Appendix 2 Stage 3 Behaviour Record

Name of pupil	Name of staff recording incident	Class	Date
Action			
List of behaviours that have occurred / been seen:			
What happened? Context:-			
Setting:			
When did it happen?	Where did it happen?		
Triggers:			
What happened before the incident?	Did anything escalate the behaviour?		
De-escalators:			
What strategies were used to reduce / prevent behaviour			

Injuries:	
Injury to? (record name and injury)	First Aid <input type="checkbox"/>
Injury to? (record name and injury)	First Aid <input type="checkbox"/>
Physical intervention:	
Physical Intervention used <input type="checkbox"/>	Physical Intervention used <input type="checkbox"/>
Description of PI used:	First Aid <input type="checkbox"/>
Length of time:	1 min <input type="checkbox"/> 2 mins <input type="checkbox"/> 3 mins <input type="checkbox"/> 4 mins <input type="checkbox"/> > 4 mins <input type="checkbox"/>
Effectiveness of PI:	Behaviour stopped <input type="checkbox"/> Behaviour reduced <input type="checkbox"/> Behaviour escalated <input type="checkbox"/> No effect <input type="checkbox"/>
Outcomes:	
Sanction/s applied: <input type="checkbox"/> (record details) Parents informed <input type="checkbox"/> AP informed <input type="checkbox"/>	
Total number of stage 3 incidents:	
COPY IN SLT BEHAVIOUR FILE <input type="checkbox"/>	

Appendix 3 Expected Behaviours

Do....	Don't...	Principle
Listen to the adults and each other	Interrupt or ignore instructions	Respect
Be kind, gentle and helpful	Hurt anybody or anybody's feelings	Responsibility
Look after things	Waste or damage things	Respect Responsibility
Work hard	Give up	Responsibility
Be honest	Cover up the truth	Respect Responsibility
Sort out problems calmly by listening to each other and talking it through	Shout or lose your temper	Respect Responsibility
Walk quietly and safely around the school	Run or use loud voices	Safety

