The Abbey Primary School

Social Policy

Approved by:		Date:
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The Abbey Primary Social Policy

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."** 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 a regular part 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 Online Safety and PSHE Curriculum.

Mutual Respect:
Our school ethos and social 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 PSHE curriculum and RSE curriculum.

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.

Term	Core Values linked to each term
Term 1	Aspiration and courage – Be your best
Term 2	Respect and compassion – Be caring and kind
Term 3	Wisdom and justice – Be thoughtful and fair
Term 4	Self-respect and responsibility – Be honest and helpful
Term 5	Respect and compassion – Be caring and kind
Term 6	Aspiration and courage – Be your best (Change for transition)

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

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 PSHE curriculum.

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 Bs. This Code is based on our Core Values and promoted throughout the school. This is also linked to 'The InMAT Mission' as we are part of a Multi-Academy Trust.

The 5 Bs provide a simple guide for both staff and pupils.

Our Core Values are:

- **Be Yourself**   *Initiative*
- **Be Caring and Kind**   *Inclusion*
- **Be Thoughtful and Fair**   *Involvement*
- **Be Honest and Helpful**   *Integrity*
- **Be Your Best**   *Inspiration*

"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:

Headteacher
- modelling appropriate behaviour to pupils, parents and staff

Office and Site Staff
- prominently displaying the 5 Bs 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 Bs
- making constant reference to the 5 Bs 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 Bs during lunchtimes
- modelling appropriate behaviour to pupils and each other

Local Academy Committee
- modelling appropriate behaviour to pupils, parents, visitors and each other

- making constant reference to the 5 Bs during school visits and Local Academy Meetings

We use the 5 Bs as a basis for **Whole School and Classroom** rules and routines.

e.g.

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

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

Be Honest and Helpful   We will look after our school and we will tell the truth
Integrity

Be Your Best   We will try our hardest
Inspiration

Be yourself   We will be the best that we can be
Initiative

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

Simple Tangible Reinforcers

- Praise statements
- House points
- Achievement Assembly: Headteacher's Award, Bee of the Week Award

Rewards

- **Praise**
- **House Points**
- **Positive notes**
- **Class reward**
- **Headteacher's award**
- **Show work to another class or HT/DHT**

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 break time 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/DHT
- HT/DHT to speak to parent

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not being met.

Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a plan and review it on a regular basis.

Exclusion

See separate Exclusion policy

Promoting Friendship and Anti-bullying Strategies

At The Abbey Primary we have defined Bullying as:
'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

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 part of the LGBTQ+ community with negative connotation)
- 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.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues, including:

- Physical- unexplained bruising, scratches, cuts, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional- loosing interest in school, withdrawn, refusal to say why they are unhappy, unable to regulate their emotions, high level of anxiety, lack of confidence.
- Behavioural- frightened of walking to and from school, sudden changes in behaviour or mood, concentration difficulties, unwilling to go to school

Promoting Anti-bullying Strategies

- promote the 5 Bs and PSHE Curriculum
- 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 of the bully of what has been happening
- make the consequences for bullying known to all children

The 'Restorative Justice' 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 teacher/ mentor ensures each pupil has the opportunity to express how they feel and what has been the impact of the bullying.
5. The group are asked for their ideas on how to stop the bullying.
6. The teacher/mentor makes a record of the ideas.
7. The teacher/mentor makes it clear that s/he will monitor the group to see how the ideas work.
8. 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?
- Have you spoken to an adult? If so, who?

What should a pupil do if they witness bullying?

- Tell an adult in school or a parent

Response to bullying

All cases of alleged bullying should be reported to the Headteacher/ Deputy Headteacher or Key Stage co-ordinator.
In any case of alleged bullying, either the class teacher, the Headteacher/Deputy Headteacher or Key Stage co-ordinator should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator, victim and adult witnesses, as well as parents and pupils witnesses if necessary and appropriate.
If the allegation of bullying is upheld, the Headteacher/ Deputy Headteacher should seek to use a restorative approach with the perpetrator and victim together. The perpetrator should fully understand

that consequences of their actions on the victim and understand the implications of their behaviour on the victim. Both parties should be clear that a repeat of these behaviours will not be acceptable.
All bullying incidents must be reported and parents of both parties will be informed.
If the situation does not improve the Headteacher/ Deputy Headteacher will meet with the parents of the perpetrator and agree clear expectations and boundaries. Any further incidents will lead to intervention through outside agencies.

School will refer to the exclusion policy as appropriate.

Child -on- child abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- sexting
- initiation/hazing type violence and rituals.

Procedures are in place to minimise the risk of child-on-child abuse and to investigate and deal with allegations of child-on-child abuse.
Child-on-child abuse will not be tolerated and individuals will be supported (See Safeguarding/Child Protection policy).