



Social Interaction Policy

2025-26

Reviewed - September 2025

Next review - September 2026

“All things are possible with God.”
Mark 10:27

Mission Statement:

All things are possible with faith, understanding and forgiveness; everyone can flourish together.

At St Anne’s Lydgate we want our children to be independent and resilient but to know that, when things seem overwhelming, there is always a guiding hand available from everyone in our school community. “When you saw only one set of footprints, it was then that I carried you” (Footprints in the Sand)

Vision:

We aim to create successful citizens of the future who have a positive growth mindset and are resilient and prepared for their journey through the ever-changing world in which we live.

We aim to do this by:

- Teaching the importance of being compassionate and respectful to others and role modeling the Christian Values, whilst at the same time respecting and recognising the value and importance of other faiths and lifestyles.
- Providing a rich and creative curriculum that inspires a passion for learning and promotes excellence.
- Collaborating and supporting others to achieve their very best; encompassing our school, our homes, our parish, and the wider community.
- Providing a nurturing and safe environment where children can be healthy and happy both physically and emotionally.
- Facilitating investigative learning opportunities through the development of the effective characteristics of learning.
- Promoting philosophical inquiry to stretch and develop analytical thinking and questioning; creating independent and creative thinkers who are resilient and prepared for all life has to offer.

Golden Values:

Community Respect Faith Forgiveness Perseverance

Moral of this story: *You’re never ever alone, especially during your most trying times. God is always with you. Even if you can’t be your own best friend as yet, make sure to acknowledge the fact that God is your best friend always!*

Children are happy when they feel good about themselves, confident in their own ability and able to communicate well both as individuals and alongside others. We believe that learning to interact well towards each other, their teachers and their parents is very important. This is an essential part of helping our children to stay happy and grow socially, personally and academically.

Positive social interaction cannot be taken for granted. It has to be cultivated, supported and encouraged to grow!

When children are clear about what they are expected to do and when they are continually and consistently asked to do it, we believe that learning will take place. This policy sits alongside the St Anne's Way document.

This policy sets out the school's position regarding:

- The benefits of positive social interaction
- How we would like to cultivate positive social interaction
- What is meant by positive social interaction
- How we would like to encourage positive social interaction in our school
- How we discourage inappropriate social interaction
- The importance of forgiveness and restorative justice

All children, teachers and parents have the right to benefit from and comment upon this policy but should not ignore it. The policy belongs to all of us and we welcome constructive feedback regarding its development.

Our Classroom Charter

All classes create their own classroom charter based on the children's rights and responsibilities in relation to their actions towards others and to their learning. The charter is signed by each class member and regularly referred to, in order to reinforce positive behaviour and remind children who may have made a wrong choice.

Our Lunchtime Charter

We have the right to:

- Be treated equally and fairly and be shown respect
- Eat in a tidy clean hall
- Eat in a calm, safe and happy place
- Eat healthy food and drink fresh water
- Chat quietly to our friends
- Have enough time to eat our lunch
- Have the opportunity to take part in Sports Leader Activities

We have the responsibility to:

- Be respectful to others, especially our Lunchtime Angels and Sports Leaders
- Be respectful of our play equipment and environment
- Use kind hands and feet
- Help others if they are sad or hurt
- Say sorry if we hurt, upset or offend someone
- Always use good manners and be honest and polite

- Always wash our hands thoroughly before lunch
- Help clean up any spillages.
- Listen carefully and follow instructions
- Make sure we are in the right place at the right time
- Line up sensibly in register order so we know that everyone is there

Our Playground Charter

We have the right to:

- Be treated kindly and fairly and be shown respect
- Be safe and not get hurt
- Be included in other people's games and be friends with everyone
- Be listened to
- To have an opportunity to play ball games on our class day

We have the responsibility to:

- Be respectful to others
- Be respectful of our play equipment and environment
- Use kind hands and feet
- Help others if they are sad or hurt
- Say sorry if we hurt, upset or offend someone
- Always use good manners and be honest and polite
- Listen carefully and follow instructions
- Make sure we are in the right place at the right time
- Line up sensibly in register order so we know that everyone is there
- Wear a coat when it is cold

Our Before and After Care Charter

We have the right to:

- Feel welcome and have fun
- Be treated kindly and fairly and be shown respect
- Be safe and not get hurt
- Take part in lots of interesting and exciting activities
- Be included in other people's games and be friends with everyone
- Be listened to

We have the responsibility to:

- Be respectful to others and make them feel welcome
- Be respectful of our play equipment and environment
- Use kind hands and feet
- Help others if they are sad or hurt
- Say sorry if we hurt, upset or offend someone
- Always use good manners and be polite
- Listen carefully and follow instructions
- Tell an adult if we need to leave the room
- Make sure we are in the right place at the right time
- Line up sensibly
- Tidy up after ourselves and share with others
- Be quiet during register time
- Wear a coat outside when it is cold

The benefits of positive social interaction

At St Anne's CE Lydgate, we believe that if we encourage teachers, pupils and parents to value positive social interaction we gain the following benefits:

Children are able to achieve their full potential and academic success: they are self-confident and work to the highest standard possible in their school work.

Children develop good social relationships with their peers and adults: they learn to care for one another and learn the value of friendship.

Children encourage one another to interact appropriately: they become responsible and develop a personal independence.

Staff are able to teach effectively because they have few issues of inappropriate social interaction to address: they meet the needs of their pupils; they are able to have positive contact with all parents; they are able to develop personally and professionally.

Parents are assured that their children are learning appropriate social interaction: they feel confident that their children are developing personally, socially and academically; they know their child will receive support when they need it; they feel welcome to discuss their child's progress.

How we intend to cultivate positive social interaction

In order for positive social interaction to develop, we believe that children, staff and parents should understand:

- Exactly what we mean by positive interaction
- That all positive social interaction is recognised and encouraged by positive praise and reward.
- Where inappropriate social interaction occurs, a fair system of sanctions is put into operation.
- That the curriculum supports the development of positive social interaction.
- The school's policy on social interaction is given a high priority and is reviewed regularly.

What is meant by Positive Social Interaction?

Positive social interaction occurs when everyone in school is:

- Helpful and co-operative
- Polite, kind and friendly
- Respectful of other people, their possessions and property
- Hard working
- Communicating effectively with others
- Respectful of other people's beliefs/ cultures/ lifestyle/ differences

This positive interaction is supported and encouraged during every school activity and the children are supported to recognize examples of positive social interaction at all times.

If children find these aims difficult to understand, we will present them/ break them down/ adapt them to meet individual needs.

Encouraging Positive Social Interaction

In order to further the development of positive social interaction, the practice in school will be to:

- Recognise and highlight positive social interaction as it occurs
- Make sure that children are praised either in private or public depending upon the needs of the child for interacting well
- Use coaching techniques where children may begin to make the wrong choice
- Explain or demonstrate the type of interaction we wish to see
- Encourage children to think about the consequences of their actions and to develop self-control and independent thinking
- Develop positive reward systems for individuals and groups
- To facilitate opportunities for children to apologise to others for their actions and for them to receive forgiveness
- Let parents know about their children's positive social interaction

At St Anne's we believe that positive social interaction should be recognised and rewarded. This is possible through (eg):

- Whole class marble jar system
- Individual stamps and stickers in the classroom
- Storm (toy dog) to sit at a child's desk for demonstrating Effective Characteristics of Learning
- Celebration Assembly where children receive certificates for: Star Worker, Effective Learner, Christian Character, Presentation Champion
- Site Manager Award for the class who has looked after and kept their classroom tidy
- Head Teacher Award for children who have produced an exceptional piece of work or demonstrated a positive attitude towards others
- Extra playtimes
- Recognition on our class blogs and weekly school newsletter

Discouraging Inappropriate Social Interaction

We feel confident that our policy and practice will enable us to develop positive social interaction. However, sometimes, children may forget to demonstrate consideration for the well-being of others or their property. Everyone at St Anne's can help to discourage such unwanted social interaction as it occurs by:

Noticing positive social interaction as it occurs

Encouraging children to reflect upon their social interaction and the choices they make

There will be times when these measures are not enough. Depending on the situation, persistent anti-social interaction is dealt with by:

The Language of Choice

All choices made by a child regarding social interaction are based upon our Social Interaction Charter.

If inappropriate social interaction is taking place:

1. State what the child is doing e.g. "You are.....(disturbing us by tapping your ruler on the desk)"
2. Explain which of our expectations of positive social interaction are not being followed e.g. "This is not how we show care and thought for others."
3. State what the child should be doing e.g. "You should be lining up quietly."
4. Give a clear verbal warning: "This is a warning – you now need to choose to do the right thing. If you don't make the right choice, there will be lost learning time."
5. **If the right choice is made**, no further action is necessary other than a quiet word of praise for making the right choice.
6. **If the child chooses to continue with the inappropriate social interaction** – state clearly that they have made the wrong choice and will accrue lost learning time equated to the amount of time it has taken to deal with the incident; time away from the learning.

Lost Learning Time should be paid back at the next available opportunity i.e. playtime/ lunchtime and should be supervised by the person who has given it. This is a time for the child to think about the choices they have made. A conversation then needs to take place referring to our charter. At the end of the conversation the child should be given the opportunity to apologise and the member of staff should give their forgiveness, indicating that there will now be a fresh start.

If the child continues to disturb the lesson and lost learning time is beginning to build, the child should be removed from the room by a LSA or teacher and spoken to about the choices being made in relation to our charter. This should be done in a non-confrontational manner and there should be no raised voices.

In extreme circumstances, the Head Teacher or another Senior Leader may need to be called upon. Lost Learning Time should not continue as long as the child is co-operating once they return to class but the time lost prior to the child leaving the classroom will still need to be paid back. **This incident should be recorded on Arbor.**

If the amount of Lost Learning Time equates to 15 mins or more, the Keep in Step procedure can then be used which will result in the loss of a complete play time. Work that has been missed should be completed along with a "Keep in Step" sheet. **This incident should be recorded on Arbor.**

Lunchtimes/Before and After School Club

All choices made by a child regarding social interaction are based upon our Social Interaction Charter.

If inappropriate social interaction is taking place:

1. State what the child is doing e.g. "You are.....(disturbing us by tapping your ruler on the desk)"
2. Explain which of our expectations of positive social interaction are not being followed e.g. "This is not how we show care and thought for others."
3. State what the child should be doing e.g. "You should be lining up quietly."
4. Give a clear verbal warning: "This is a warning – you now need to choose to do the right thing. If you don't make the right choice, you will have to stand with a midday supervisor and lose 5 minutes playtime/ sit with a Play worker and lose 5 mins club time."
5. **If the right choice is made**, no further action is necessary other than a quiet word of praise for making the right choice.
6. **If the child chooses to continue with the inappropriate social interaction** – state clearly that they have made the wrong choice and will accrue lost free time equated to the amount of time it has taken to deal with the incident.

Lost Learning Time should be paid back within that lunchtime or club session and should be supervised by the person who has given it. This is a time for the child to think about the choices they have made. A conversation then needs to take place referring to our charter. At the end of the conversation the child should be given the opportunity to apologise and the member of staff should give their forgiveness, indicating that there will now be a fresh start.

In extreme circumstances, the Head Teacher or another Senior Leader may need to be called upon. Lost Learning Time should not continue as long as the child is co-operating once they return to class but the time lost prior to the child leaving the classroom will still need to be paid back. **This incident should be recorded on Arbor.**

Physical Incidents/Use of derogatory Language/ Damage to school property

A period of supervised isolation must be allocated by the Head Teacher or member of the SLT. This takes place in either the Head Teacher's Office or, in his absence, the Y2 classroom (DHT). It is a time

for thinking and reflection and the child must not be given anything else to do. However, each child is unique and as such, considerations will apply to each individual. A conversation then needs to take place referring to our charter. At the end of the conversation the child should be given the opportunity to apologise and the member of staff should give their forgiveness, indicating that there will now be a fresh start. Work missed must be completed in a child's own time and may be sent home. **This incident should be recorded on Arbor.**

Logging Incidents on Arbor

Behaviour incidents should be logged on Arbor and categorised as follows:

Level 1: Second Warning

In the first instance of a child making the 'wrong choice', teachers should give a subtle warning and outline expectations clearly. If this behaviour continues, a second warning is given and the child should pay back the time lost. In this time, the teacher should more formally reiterate expectations and log the incident on Arbor.

Level 2: Parent meeting with teacher/senior leader

This code is used where behaviour is persistent and a child has not responded to the warning system. Other behaviours that would be classed as an immediate level 2 may include: hitting (not bullying), rough play, foul language, name calling, destruction of work and persistent behaviour contrary to expectations. Staff must log the incident on Arbor and ensure that parents have been informed. A **Keep in Step** should also be arranged.

Level 3: Bullying and other incidents warranting internal exclusion

This code is used for more serious incidents of bullying and may also include: assault, damage to property and persistent behaviour that warrants internal exclusion. These incidents should be passed to Senior Leaders immediately and logged on Arbor.

Level 4 and 5

Level 4 and 5 codes are used for the most serious behaviours, which would warrant fixed-term, or permanent exclusion. These decisions are made by the Senior Leadership Team, with the support of governors and FA1 Trust.

When making any behaviour logs, it is important that logs are accurate, objectively written and detail any follow ups. Where behaviour incidents are also safeguarding concerns, the incident should also be logged on CPOMS by the reporting member of staff.

The importance of forgiveness and restorative justice

We believe that as God's children made in his image, we all have the right to be forgiven and offered a fresh start. It is therefore important that all children at St Anne's Lydgate recognise the importance of forgiving others. This is explicitly taught through our PSHCE scheme of work, within our Collective Worship programme and as part of our restorative justice discussions following an incident in school.

How our Keep In Step System Works

Where a child has not met the school expectations, members of staff may use the “Keep in Step” system which operates at playtimes. A copy of the “Keep In Step” sheet can be found in Appendix 1.

Staff are asked to complete the details at the top of the sheet which in turn is then completed by the child at break time with the purpose of encouraging them to reflect upon what they have done and how they might put themselves back in step.

The session will be supervised by the Head Teacher, or in their absence, a member of the Senior Leadership Team.

During the session:

The inappropriate social interaction is discussed between child and adult

The child details what they have done that is “out of step”

The child then reflects upon what they need to do in order to put things right and “keep in step”

If a child accumulates three consecutive sheets within a half term, the sheets are copied and sent home to parents/guardians with a letter and set of school expectations. Parents are encouraged to talk through the sheets and expectations with their child.

Constant inability to “keep in step” will result in a meeting with the Head Teacher (or a member of the SLT in their absence) and parents.

There may be occasions where referral to “keep in step” would be inappropriate based upon a child’s age or individual needs. In these instances, a graded response would be implemented:

Step 1: Work within the Deputy Headteacher’s Classroom for one session

Step 2: Parents contacted by Deputy Headteacher

Step 3: Meeting to take place with the Head Teacher

Where these interventions do not prove to effect the desired social interaction change over a period of time, it may be necessary to seek outside agency involvement. E.g. behavioural support team or educational psychologist. Parents are always involved in this process and a Person Centred Review will take place for the child.

In extreme cases, it may be necessary to exclude a pupil. This is only considered after all other avenues have been explored. (See Exclusion Policy) Details will always be fully discussed with parents and arrangements are put into place to ensure any child returning to school after a fixed term exclusion is supported to behave appropriately.

When parents decide to send their child to St Anne's CE Lydgate Primary School we regard this as a sign that they agree with our aims for positive social interaction and that they will support our policy.

When teachers elect to teach at St Anne's Lydgate, we assume that they support through their practice in school, our aims for positive social interaction.

Equal Opportunities

St Anne's CE Lydgate Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protective characteristics). This means that schools cannot discriminate against children/staff or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Age and marriage and civil partnerships are also "protected characteristics."

The formulation of this policy is in line with the Equality Act.

Monitoring and Evaluation

Policy and practice is regularly evaluated. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback along with recommendations to inform future policy and planning will be given to all relevant parties.

The school leadership team has a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy annually.

Appendix 1

Keep In Step : Classroom				
Monday	Tuesday	Wednesday	Thursday	Friday
Name of Child:				
Reason for attending:				
Staff Member Making the Referral:				



Tick the expectation you did not keep

What happened?	
What were you thinking at the time?	
What have you thought about it since?	
How did this make people feel?	
Who has been affected?	
How have they been affected?	
What can we do to put things right?	
How can we do things differently in the future?	
Signed by Member of SLT: _____ Date: _____	

Keep In Step : Play Time				
Monday	Tuesday	Wednesday	Thursday	Friday
Name of Child:				
Reason for attending:				
Staff Member Making the Referral:				



Tick the expectation you did not keep	
Be respectful to others	
Be respectful of our play equipment and environment	
Use kind hands and feet	
Help others if they are sad or hurt	
Say sorry if we hurt, upset or offend someone	
Always use good manners and be honest and polite	
Listen carefully and follow instructions	
Make sure we are in the right place at the right time	
Line up sensibly in register order so we know that everyone is there	
Wear a coat when it is cold	

What happened?	
What were you thinking at the time?	
What have you thought about it since?	
How did this make people feel?	
Who has been affected?	
How have they been affected?	
What can we do to put things right?	
How can we do things differently in the future?	
Signed by Member of SLT:	Date:

Keep In Step : Lunch Time				
Monday	Tuesday	Wednesday	Thursday	Friday
Name of Child:				
Reason for attending:				
Staff Member Making the Referral:				

Tick the expectation you did not keep	
Be respectful to others, especially our Lunchtime Angels and Sports Leaders	
Be respectful of our play equipment and environment	
Use kind hands and feet	
Help others if they are sad or hurt	
Say sorry if we hurt, upset or offend someone	
Always use good manners and be honest and polite	
Always wash our hands thoroughly before lunch	
Help clean up any spillages.	
Listen carefully and follow instructions	
Make sure we are in the right place at the right time	
Line up sensibly in register order so we know that everyone is there	

What happened?	
What were you thinking at the time?	
What have you thought about it since?	
How did this make people feel?	
Who has been affected?	
How have they been affected?	
What can we do to put things right?	
How can we do things differently in the future?	

Signed by Member of SLT:	Date:
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Appendix 2 – Arbour grading overview

Rationale: Behaviour Monitoring in Arbor

School communities are shaped by the people within them; staff, parents, governors and leaders. How we behave on a daily basis sets the standard for our children as they progress into adult life.

To ensure we have a common approach, with high-expectations at the core, we share a standardised behaviour graduated scale.

At school level, behaviour data can be analysed to address 'pinch points', highlight where resources are being stretched and identify demographic groups or individual students requiring further attention.

At Trust level, behaviour data collected and reported must be aligned to ensure LABs and Trustees can make meaningful comparisons, purposefully interrogate and pose challenging questions.



ONE TEAM ONE MISSION ONE FAMILY

Forward As One Behaviour Graduated Scale

0 Not recorded on Arbor	Children start each session here and remain here if they show expected behaviour. Some children may have their own behaviour plan OR positive handling plan.
0 Not recorded on Arbor	First Warning: If behaviour falls below the expected level, the child will receive: A non- verbal warning; A clear verbal warning: 'If this behaviour continues....' With a possible explanation of behaviour choices.



ONE TEAM ONE MISSION ONE FAMILY

Forward As One Behaviour Graduated Scale

-1 <i>Record on Arbor</i>	<u>Second Warning: Verbal disruption to teaching / low level disruption / refusal</u> After a child receives a second warning, the child will reflect on their behaviour in class during one playtime, with their teacher.
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-2 <i>Record on Arbor</i>	Parent Meeting with Teacher/Senior Leader: Refusal to follow repeated instructions, swearing, damage to school property, persistent low-level disruption. Rough play resulting in injury.
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Forward As One Behaviour Graduated Scale

-3 <i>Record on Arbor</i>	When a child displays behaviour warranting parental contact from the headteacher, the following playtime is missed and a lunchtime. A restorative reflection time is completed by the child during lunchtime with a member of the Inclusion Team. A Senior Leader or Headteacher will call a meeting with the parents.	Parent Meeting with Senior Leader/Headteacher: When a child displays this behaviour, the following playtime is missed and a lunchtime. A restorative reflection time is completed by the child during lunchtime with a member of the Inclusion Team. A Senior Leader or Headteacher will call a meeting with the parents.
	Sexual Orientation or Homophobic Incident/Bullying (LGBTQ) When people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.	
	Sexual Harassment; Online Sexual Abuse Online abuse can include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery.	
	Religion Incident/Bullying When a religious or religiously unaffiliated person chooses to intentionally or unintentionally degrade another person emotionally, mentally, or physically based on: the bullied individual's actual or perceived religious or religiously unaffiliated identity, or the doctrines or practices of their belief.	

Forward As One Behaviour Graduated Scale

-3 <i>Record on Arbor</i>	Racism Incident/Bullying Treating another person worse, excluding them, disadvantaging, harassing, bullying, humiliating or degrading them because of their race or ethnicity.	Parent Meeting with Senior Leader/Headteacher: When a child displays this behaviour, the following playtime is missed and a lunchtime. A restorative reflection time is completed by the child during lunchtime with a member of the Inclusion Team. A Senior Leader or Headteacher will call a meeting with the parents.
	Physical Bullying Bullying where one child is physically hurting, threatening another.	
	Emotional Bullying Bullying where name calling or threatening behaviour is the main form of abuse. No physical contact but clear and ongoing emotional manipulation or abuse.	
	Disability Incident/Bullying Intimidation or abusive behaviour towards another person based on disability.	
	Cyber Bullying The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.	

Forward As One Behaviour Graduated Scale

-4 <i>Record on Arbor</i>	Fixed Term Exclusion – Unprovoked attack/ Physical attack/Weapons/ Drugs/ Substances These are examples but not an exhaustive list. These types of behaviours may need to involve the Headteacher and, on occasion, the involvement of school Governors. If the incident is of a high severity the procedure is accelerated to the Headteacher for a FTE decision to be made.
-5 <i>Record on Arbor</i>	Permanent Exclusion