



# **Social Interaction Policy**

**Last Reviewed by Governing Body : December 2018**

**Date of next review : September 2019**

"All things are possible with God."  
Mark 10:27

### **Mission Statement:**

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

Here at St Anne's 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 mind set 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 modelling 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 enquiry 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:**

Wisdom Hope Community Dignity Faith Forgiveness Resilience  
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 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.

**Parent 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.
- That 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 reviewed and amended 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 need.

### **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:

- Whole class marble jar system
- Individual stamps and stickers in the classroom
- Work at It Whiz (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 and exceptional piece of work or demonstrated a positive attitude towards others
- Extra playtimes
- Recognition on our class blogs, weekly school newsletter and Twitter feed

### **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.

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 CPOMS.**



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 CPOMS.**

### **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 mid-day 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 CPOMS.**

### **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 her absence the Y2 or Y4 classroom. It is a time for thinking and reflection and the child must not be given anything else to do. 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 CPOMS.**

### **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 recognise the importance of forgiving others. This is explicitly taught through our PSHE 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 her 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 her 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 Assistant Heads Classroom for one session
- Step 2: Parents contacted by Assistant Head
- 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, 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 have 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				
Monday	Tuesday	Wednesday	Thursday	Friday

Name of Child:

Reason for attending:

Staff Member Making the Referral:



Tick the expectation you did not keep	
	How did you become out of step?
	How will you get back in step?

Signed by Child:

Signed by Member of SLT:

Date: