



**The RJ Mitchell  
Primary School**

# **Social Policy**

**Review due September 2019**

At this school there is equality in access to the curriculum for every child. No child will be prejudiced against for this subject regardless of nationality, race, gender, religion or sexual orientation. We have reviewed this policy and can confirm that we believe that no individual or group is disadvantaged by the processes outlined. We do acknowledge that our policy is in English and should a family whose main language is other than English, become part of safeguarding processes we will make sure their language needs are conveyed to social care and hold social care to account in providing translation and support services as needed.

This policy has been reviewed and no individual or group in the school community is disadvantaged by the policy and processes. We do acknowledge that this policy is in English and we have families that are speakers of other languages. Should these families be part of child protection processes we will, supported by other multi-agency partners involved, ensure that language is not a barrier to clear access to this policy and the processes that may ensue.

## **INTRODUCTION & POLICY RATIONALE**

The Staff and Governors at R.J. Mitchell 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 this policy.

### **Core Values**

Our 8 Core Values are:

- Wisdom
- Justice
- Courage
- Compassion
- Hope
- Respect
- Responsibility
- Integrity

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. The Core Values provide the foundation for our positive behaviour and self-discipline approach.

This holistic policy combines the statutory policy arrangements for:

- Behaviour and Discipline Policy
- Anti-Bullying Policy

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

- Equality Policy
- PSHE and Citizenship Policy
- Learning Skills for Life
- Home-School Agreement
- 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 all 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 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 a Learning Skills for Life Curriculum: Personal and Social Competencies to intentionally teach 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, encourage and support each other in self-discipline and outline the part we all play within a caring society.

All staff are responsible for reinforcing the policy by modelling appropriate behaviour to pupils, parents, carers, visitors and each other. They will recognise and reward good behaviour in accordance with our agreed system or rewards.

### **Promoting Positive Behaviour and Self-discipline**

The staff at The R.J. Mitchell Primary School recognise that both appropriate and inappropriate behaviours often mask legitimate needs, such as, to be noticed (attention-needing) or to be in control (power-needing). We use a simple framework to help meet legitimate needs and to avoid reinforcement of inappropriate behaviours. These strategies are designed to change the behaviour.

| Goal      | Example Behaviours | Masked Feelings                   | Teacher Feelings       | Effective Strategies   |
|-----------|--------------------|-----------------------------------|------------------------|--|
| Attention | calling out        | insignificance<br>feeling ignored | worn-down<br>irritated | planned attention<br>time<br>praise for<br>appropriate<br>behaviours |

|                       |   |  |                           |   |
|-----------------------|---|--|---------------------------|---|
| Power                 | refusal to comply   | powerless                                | angry/undermined          | provide choices for child<br>'face-saving time'<br>non-confrontational language<br>jobs or responsibilities |
| Revenge               | hurting others without reason                             | injustice                                | helplessness              | listening without prejudice or comment to both sides of an argument   |
| Displaying Inadequacy | Always 'stuck' not knowing what to do or who to play with | Low self-esteem/belief<br>low confidence | Irritated and exasperated | Self-help techniques and simple routines, self-esteem boosting  |

Our staff receive professional development on behaviour management and are given opportunities to regularly revisit this policy. They have received training in Solution Focussed approaches to managing and changing behaviour, Positive Handling and De-escalation.

We use a simple framework for promoting appropriate behaviour and managing inappropriate behaviour.

Our steps to success:

### **Step 1**

- tactical ignoring by praising positive behaviour
- rule reminder, quiet word or reprimand eg where should you be?
- further warnings, before continued negative behaviours may result in loss of minutes at playtime/lunchtime (children should be allowed out for a part of each break to ensure that they get some fresh air and exercise).

### **Step 2**

- Time out- separation or time out within classroom or to another classroom for a short period (10 minutes maximum).
- Removal from main playground to a designated area for a short time. All playground incidents to be reported to class teacher. If the problem occurs during playtime then the person on duty should carry out the necessary sanction.
- If a child refuses to cooperate a senior member of staff should be consulted.

- It is the responsibility of the member of staff concerned to follow up 'time out' or any behavioural incidents with the child, after a cooling off period, in order to re-establish a good working relationship.

### **Step 3**

Class teacher to contact parents/carers, if behaviour continues to be problematic, in order to work on a joint approach to help the child.

### **Step 4**

Class teacher to make SAFSS referral for additional help/support if the behaviour continues to be a problem.

### **Step 5**

Review behaviour support programme with the Head teacher and if necessary refer to Behaviour Support Service.

Exclusion of a child will be considered if behaviour results in a threat of or actual physical violence towards another person, or seriously undermines the overall discipline of the school.

We recognise some pupils have Special Educational Needs and may need additional support to manage their behaviour effectively. Additional guidance for this can be found in our Inclusion Policy.

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

#### **- Full Praise Statements**

e.g. "Jamie, 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, thank you!"

#### **- 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)**

- Stickers
- Certificates
- Celebration successes
- Honours Book

## **Logical Consequences**

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

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.

## **Persistent Problems**

Should a pupil not respond positively to the strategies outlined above the teacher will need to discuss the problem with the parents initially and then if the problem persists, the SAFSS team who may need to involve the Home/School worker. The pupil's needs may need to be supported within the framework of the school support system and the SEND Code of Practice.

For more serious misbehaviour, the school follows DFES Guidance on Exclusion from Schools and Pupil Referral Units, statutory guidance may also be found in 'A Guide to the Law for School Governors'.

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

At The R.J. Mitchell Primary School we have defined bullying as:

'deliberate, hurtful behaviour, repeated over time, which is difficult to stop (power).'

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.

## **Promoting Anti-bullying Strategies**

- promote the Core Values
- 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 of bullying known to all the children

## **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 a peer mentor or adult in school
- Tell 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?**

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the head teacher, the teacher informs the child's parents.

We keep an incident book in which we record all incidents.

If we become aware of any bullying taking place between children, the issue will be dealt with immediately. This may involve counselling and support for the victim of the bullying, and a sanction for the child who has carried out the bullying. The child who has carried out the bullying will be spoken to regarding their behaviour – explanations will be given as to why their behaviour was wrong and action will be taken to help them change their behaviour in the future. In extreme cases where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as Social Services.

#### **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.

### Review

The governing body, head teacher 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.

This policy was implemented in September 2017

This policy will be reviewed in September 2019

## **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