

# School Policy Document



## ST. CHAD'S

CHURCH OF ENGLAND  
PRIMARY SCHOOL

## Encouraging Positive Social Interaction Policy

**Summer  
2018**

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 learning how to interact well towards each other, their teachers and their parents is very important. This is an essential part in helping our children to stay happy and grow socially, personally and academically.

'Pupils work together very well on shared tasks, taking on responsibilities sensibly.'  
*Ofsted*

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# St. Chad's C. E. Primary School

## School Expectations

### At St. Chad's we:

- are caring and thoughtful towards others and their belongings;
- co-operate;
- keep ourselves and others safe;
- use friendly language;
- always do our best;
- are in the right place at the right time; and
- always react appropriately.

# ST. CHAD'S C. OF E. PRIMARY SCHOOL

**We want St. Chad's Primary School children to be happy!**

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 learning how 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 has been put together by all teaching staff and interested representatives of the school community. It sets out what they think are:-

- 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.

All children, teachers and parents have that right to benefit from the policy. They have a right to comment upon and develop the policy but not to ignore it. The policy belongs to all of us and we welcome constructive ideas for its development.

## The Benefits of Positive Social Interaction

At St. Chad's Primary School we believe that if we encourage teachers, pupils and parents to value positive social interaction we gain the following benefits:

1. The children are able to achieve their full potential and achieve academic success;
  - They are self confident
  - They do as well as possible in their schoolwork.
2. Children develop good social relationships with their peers and adults;
  - They learn to care for one another
  - They learn the value of friendship.
3. The children encourage one another to interact appropriately;
  - They become responsible
  - They develop a personal independence.
4. Teachers are able to teach effectively because they have few issues of inappropriate social interaction;
  - 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.
5. Parents are assured that their children are learning appropriate social interaction;
  - They feel confident that their children are developing as whole people (personally, socially and academically).
  - They know that their children receive support when they need it.
  - They feel welcome to discuss their children's progress.

## **How we intend to Cultivate positive Social Interaction**

In order for positive social interaction to develop we believe that pupils, teachers and parents should expect:

- To know exactly what we mean by positive social interaction.
- That all positive social interaction is recognised and encouraged by praise and reward.
- That where inappropriate social interaction occurs a fair system of sanctions is set into operation.
- The curriculum to support and develop positive social interaction.
- The school building and classrooms are attractive and well looked after and cared for.
- The school policy on social interaction is given a high priority and reviewed and amended regularly.

## **What is meant by Positive Social Interaction**

After a series of discussions we have agreed that positive social interaction occurs when everyone in school is:

- Helpful and co-operative
- Polite and friendly
- Respectful of other people, their possessions and property
- Quiet (where appropriate)
- Hardworking
- Communicating effectively with others.

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

If children find these aims difficult to understand we will present them in a clearer, specific form, adapted to the individual's 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 on the needs of the individual for interacting well.
- Use constructive criticism.
- Explain or demonstrate the type of interaction we wish to see.
- Encourage children to look at the consequences of their action and to develop self-control and independent thinking.
- Develop positive reward systems for individuals and groups.
- Let parents know about their children's positive social interaction.

At St. Chad's Primary School we believe that positive social interaction should be recognised and rewarded. We include the following at the present time of writing:

- (a) Whole class / individual stickers (collected by the child and placed in an appropriate place) and special stickers awarded by the Head of School / Assistant Head of School.
- (b) House points.
- (c) Gold Awards and other certificates.
- (d) Positive communication with parents.
- (e) Choosing times.

Sometimes the reward goes to the whole class / house:

- (a) Extra playtime
- (b) Special comments by either the Head of School, Assistant Head of School or class teacher during a school assembly.

## Discouraging Inappropriate Social Interaction

We feel confident that our policy will enable us to develop positive social interaction. Sometimes, however, children may forget our aims for positive social interaction and not show consideration for the well being of others. Everyone at St. Chad's Primary School can help to discourage such unwanted social interaction as it occurs by:

- noticing positive social interaction as it occurs ;
- encouraging children to reflect on their social interaction and the choices they make ;
- avoiding emphasis of inappropriate social interaction.

There will be times when such lightweight measures are not enough. Depending on the situation persistent anti-social interaction is dealt with at St. Chad's Primary School by:

### **Language of Choice.**

All choices made by a child regarding social interaction are based on *St Chad's Expectations of Social Interaction*.

Inappropriate social interaction taking place –

#### **1. State what the child is doing :**

“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 :**

“This is not co-operating or being caring and thoughtful to others)”

#### **3. State what the child should be doing :**

“You should be looking at the screen and listening to me”

#### **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 lose a minutes 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 chosen to go down this route and allocate 1 minute Lost Learning Time. Add 1 minute LLT for each minute of continued inappropriate social interaction.

LLT is to be 'paid back' at the next available opportunity ie play/lunchtime supervised by the person who has given it.

It is a time for the child to sit and do nothing but think about the choices made. A conversation then needs to take place referring to *St Chad's Expectations* and what they mean in that particular instance.

**If the child continues to disrupt/disturb your lesson** and LLT is mounting up to an unacceptable level e.g. more than 5 minutes, he/she needs to be removed from the room and spoken to about choices made and our *expectations*. This may be done by a TA or by the teacher if a TA can supervise your class. In extreme cases The Head teacher or another senior member of staff may need to be called upon. LLT is not continued as long as the child is listening and co-operating (but the time already lost in class must still be paid back). Continue to give LLT if the child is uncooperative.

This may lead to a considerable accumulation of LLT which must be paid back. The Keep in Step procedure could then be used which will result in the loss of a complete play time.

Work that has been missed while the child was out of the classroom must be done in their own time.

**Physical Assaults** on people or property.

A period of supervised isolation must be allocated by the Head teacher or senior member of staff. This takes place in an alcove area near to the year 5 classroom. It is a time for thinking and reflection and the child must not be given anything else to do.

A discussion regarding choices made and our *expectations* must then take place and any work missed must be completed in the child's own time.

### **'Keep in Step' System / Groups at Playtime – How it 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 at appendix 1. Staff are asked to fill in details on the sheet which is in turn completed by children during breaktime with the purpose of encouraging them to reflect on what they have done and how they might put themselves back in step.

School staff supervise each session as follows:

- inappropriate social interaction is discussed between child / adult
- the child details what they have done that is out of step.
- The child then reflects on what they need to do in order to put things right and to get back and 'Keep in step'.
- If a child accumulates three consecutive sheets within a school term the sheets are copied and sent home to parents/guardians together with a letter and set of the school expectations. Parents are encouraged to talk through the sheets and expectations with their children.
- Constant inability to 'keep in step' results in a meeting with
- the Head of School or Assistant Head of School and parental involvement.
- (A letter is sent home to seek parental support and a meeting arranged with the parents if they wish to discuss any issues. All this is operated in relation to the individual needs of each child).
- 

This system operates throughout the school and is age appropriate.

There may be occasions when there is a need to implement the following, where referral to the 'keep in step' system would be inappropriate:

Effective reprimand and reminder of appropriate social interaction.  
Through a graded process of referral, a child will be sent to:-

- work with other teachers in classes within the teaching unit
- the Key Stage Co-ordinator
- the Assistant Head of School
- the Head of School.

Asking parents to support this process as and when appropriate.

Social contracts.

Where these interventions do not prove to effect the desired social interaction change over a period of time, staff, together with the Assistant Head of School or the Head of School, develop special individual / group programmes. It may be necessary for outside agencies to be involved. Parents are always involved in the setting up of such programmes.

In very extreme cases it may be necessary to suspend a pupil. This is only considered after all other avenues have been explored. Details will always be fully discussed with parents and arrangements made to ensure any child returning to school after temporary exclusion is helped to behave appropriately.

In an effort to encourage future appropriate social interaction, parents and pupils may be referred or encouraged to receive help from the Educational Psychologist or a member of the Behavioural Support Team.

## Who Does Our Policy Belong To?

This policy belongs to the whole school community:

- Pupils
- Parents
- Staff

When parents decide to send their children to St. Chad's Primary School we see 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. Chad's Primary School we assume that they support through their practice in school our aims for positive social interaction.

We always welcome constructive comments on our policy and the way it is carried out:

- Children may make comments to their class teachers or the Assistant Head of School or the Head of School
- Parents may make comments to the class teacher, Assistant Head of School or the Head of School
- Teachers may make comments to the Assistant Head of School or the Head of School.

Thank you for reading this policy statement and for any contribution you may have made.

Appendix 1:

# KEEP IN STEP

Monday	Tuesday	Wednesday	Thursday	Friday

<b>Name of Child:</b>
Please state the reason why the child has been placed in the 'Keep in Step' group.
(Signed by the member of staff making the referral)



Tick the expectation you did not keep	Say how you became..... <b>Out of Step</b>																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="padding: 5px;">At St. Chad's we:</th> </tr> <tr> <td style="padding: 5px; width: 80%;">-are caring and thoughtful towards others and their belongings;</td> <td style="width: 20%;"></td> </tr> <tr> <td style="padding: 5px;">-co-operate;</td> <td></td> </tr> <tr> <td style="padding: 5px;">-keep ourselves and others safe;</td> <td></td> </tr> <tr> <td style="padding: 5px;">- use friendly language;</td> <td></td> </tr> <tr> <td style="padding: 5px;">- always do our best</td> <td></td> </tr> <tr> <td style="padding: 5px;">- are in the right place at the right time; and</td> <td></td> </tr> <tr> <td style="padding: 5px;">- always react appropriately.</td> <td></td> </tr> </table>	At St. Chad's we:		-are caring and thoughtful towards others and their belongings;		-co-operate;		-keep ourselves and others safe;		- use friendly language;		- always do our best		- are in the right place at the right time; and		- always react appropriately.		
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	<p>What will you do to get back..... <b>In Step?</b></p> 																



<b>Signed by child</b>		
<b>Staff Supervisor</b>		<b>Date:</b>