



# St Faith's

Church of England  
Infant and Nursery School



"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."

*Oscar Romero .... "Aspire not to have more, but to be more."*

## Social and Emotional Communication Policy

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of **Social and Emotional Communication** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way. Our families have been consulted and our policy reflects their comments and opinions. St Faith's recognises its responsibilities for child protection and the need for procedures to ensure that the welfare of the child is paramount.

We believe that everyone is unique and of equal value. We believe that all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs. No child or group of children will be treated any less favourably than others in being able to access services which meet their needs.

### Social and Emotional Communication Policy Principles

St Faith's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to our six Christian values of Friendship, Respect, Compassion, Service in the Community, Trust and Justice, and the rules of being: 'Ready, Respectful, and Safe.'

### Aim of the Social and Emotional Communication policy

- For every member of the school community to feel valued and respected, to be treated fairly and feel safe.
- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To provide clear guidelines for children, staff and parents of expected levels of behaviour.
- To provide a consistent and calm approach.
- All adults take responsibility for behaviour and follow-up personally.
- Adults use consistent language to promote positive behaviour.
- To use restorative approaches instead of punishments.

### School Ethos and Underlying Principles

#### We believe that all staff must:

- Have high expectations of behaviour and are consistent and fair.
- Take time to welcome children at the start of the day.
- Be at the door of their classroom at the beginning and end of each day.

Never walk past or ignore children who are failing to meet expectations, when they are unaccompanied by an adult.  
 Offer support to a staff member when they are supporting a child or ask for help yourself when supporting a child.  
 Always redirect children by referring to be 'Ready, Respectful and Safe.'  
 Praise the many positive qualities our children can show and acknowledge correct choices in behaviour.

#### **The Head teacher and The Senior Leadership Team must:**

Be a visible presence around the school.  
 Regularly celebrate staff and children whose efforts go above and beyond expectations.  
 Encourage use of positive praise, phone calls/postcards and certificates/stickers.  
 Ensure staff training needs are identified and targeted.  
 Use behaviour data to target and assess interventions.  
 Support teachers in managing children with more complex or challenging behaviours.  
 Be consistent.

#### **Members of staff who manage behaviour well:**

Deliberately and persistently catch children doing the right thing and praise them in front of others.  
 Know their classes well and develop positive relationships with all children.  
 Relentlessly work to build mutual respect.  
 Remain calm and keep their emotion for when it is most appreciated by children.  
 Demonstrate unconditional care and compassion.  
 Are consistent.

#### **Children want teachers to:**

Give them a 'fresh start' every lesson.  
 Help them learn and feel confident.  
 Be just and fair.  
 Have a sense of humour.

#### **Behaviour for Learning**

St Faith's school rules are to be 'Ready, Respectful and Safe.' We recognise that a clear structure of predictable outcomes have the best impact on behaviour. We have set out the rules, routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes.' Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."* Paul Dix.

The school has 3 simple rules, to be 'Ready, Respectful and Safe' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Corridor quiet 3. Our Christian Values 4. Praise in Public (PIP) 5. Remind in Private (RIP) 6. Consistent Language	1. Class Daily Reward 2. Shooting Stars 3. Certificates 4. Home contact 5. Postcards 6. HT/SLT praise

## Stepped Boundaries

These are examples, all staff will use discretion and adjust, to meet the needs of the children.

Gentle Approach, use child's name, child level, eye contact, deliver message

### 1. REMINDER:

I can see you have chosen to ..... (noticed behaviour)

This is a REMINDER that we need to be (Ready, Respectful, Safe)

You now have the chance to make a better choice. Thank you for listening.

*Example - 'I can see that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'*

*The Regulation Station may be used during this stage.*

### 2. WARNING:

I can see that you have chosen to ..... (noticed behaviour). You are breaking our school rule of (Ready, Respectful or Safe). This is the second time I have spoken to you.

Do you remember when you....., (Model of previous good behaviour)? that is the X (child's name) that I need to see today. That is the X (child's name) you can be.

#### If required:

I can see you chose to ..... (noticed behaviour). You are breaking our school rule of (Ready, Respectful or Safe).

This is the second time I have spoken to you.

You need to come and help me / come for a walk / speak to me in a quiet place / speak to me after the lesson.

*This is in attempt to break the cycle and provide a quiet reflection time and not be public. By walking and talking for example, it is less confrontational and a chance for reflection and to distract the child.*

If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat ..... (child's name).

*Example - 'I can see you are not ready to do your work. You are breaking the school rule of being ready.*

*You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is the X I need to see today. That is the X (child's name) you can be.'*

### 3. CALMING TIME/ REFLECTIVE TIME:

I can see that you have chosen to ..... (noticed behaviour). You are breaking our school rule of (Ready, Respectful or Safe).

You need to .....: 1) wait somewhere in the classroom, go to quiet area, 2) go to sit with another class, 3) go to sit in a member of SLT's classroom, 4) go to see Miss Wright, 5) go to see Mrs Konrath.

*Choose the most applicable options, depending on the incident, the circumstance and the child. The numbers indicate the escalation.*

If in the playground the options may be: You need to.....: 1) Stand by other staff member 2) Sit on the picnic bench 3) go to sit in a member of SLT's classroom, 4) go to see Miss Wright, 5) go to see Mrs Konrath.

I will come and speak to you in two minutes or I can't trust you at the moment so I will hold your hand and I can help you to calm down.

*This is dependent on the incident, the circumstance and the child. This could link to our values such as trust.*

I can see I can trust you again and you are ready to go back into class / to working with your group.

*Example - 'I can see you chose to use rude words. You are breaking the school rule of being respectful.*

*You have now chosen to go and sit in the quiet area. I will come and speak to you. Thank you for listening.'*

#### TIME IN not TIME OUT that counts – REFLECTION TIME

\*DO NOT describe child's behaviour to other adult in front of the child\*

### 4. FOLLOW UP, RESTORATIVE:

What happened?

Who has been affected by what happened?

What do you need to happen now?

*Choose the adult, we are a team and a different adult may help the child. The children need to go back into their classroom, when they are ready.*

***\*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.***

## **Restorative**

When a child is displaying a behaviour that is having a negative impact on themselves or others, staff are encouraged to look at individual children and the behaviour they are displaying. What is the primary problem, which is causing the secondary behaviours?

We use a restorative approach at St Faith's, which may include having a 'restorative conversation'. These conversations may happen during the school day and staff will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

The conversations happen at the time of the observed behaviour. This is done calmly and with respect to the children involved. If it is possible for this to take place out of the classroom, it will be, with other children being drawn into the conversations as necessary.

There must be a **consistent** approach used by all adults, in order for everyone to benefit and the child to make progress in the development of their social and emotional communication skills.

## **Sanctions**

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is an offence against the school community.
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child. Our sanctions include:

- missed minutes of playtime
- restricted from participating for up to 2 minutes
- a task to complete to make amends
- sent to another classroom for no more than 5 minutes.

## **Adult Strategies to Develop Excellent Behaviour**

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we are expecting

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

BE CONSISTENT AT ALL TIMES

## **Language around Behaviour**

At St Faith's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times.

It is paramount that ALL staff guide and support any visitors and supply staff in using the agreed language set out in this policy. This will ensure consistency and maximise the impact for both groups and individual children.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS, at the staff member's discretion.

A new session equals a fresh start, as the behaviour has been dealt with.

## **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke Behaviour Plans.

For these children, a different or adapted approach, with different rewards and sanctions may be required to that set out in this policy. This will be detailed in their behaviour plans, reviewed and updated at least termly.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and all staff have been trained in positive handling. The school will record all serious behaviour incidents on CPOMS.

## **Exclusion**

Only the Head teacher has the power to exclude a pupil from the school. The Head teacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed term exclusion (or suspension) into a permanent exclusion, if the circumstances warrant this.

An internal exclusion may be administered, on an occasion when the child needs to spend an extended part of the session or day out of their class, due to behaviours. This is often when the safety of the children or staff is compromised.

If the Head teacher excludes a pupil, either externally or an internal exclusion, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision of an external exclusion to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the local authority and the governing body about any permanent or fixed term exclusion. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governing body.

## **Physical Attacks on Adults**

At St Faith's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Promoting Positive Behaviour and Social Inclusion: Positive Handling and Intervention Policy and should call for support if needed.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure and support is offered.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

## **Bullying**

Bullying of any kind will not be tolerated in this school. It is always unacceptable. Bullying is the wilful repetitive, conscious desire to hurt, threaten or frighten someone else. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm. If bullying is allowed it harms the perpetrator, the target and the whole school community and its culture of safety and well-being in the school.

People may bully others because of varying perceived differences such as sexism, racism, religion or belief, academic ability, gender identity, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend).

### **Our Approach to Bullying:**

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimise the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

Staff are briefed to be vigilant at all times, including lunchtimes. Follow-up action is taken after any incidents and parents are encouraged to report alleged incidents to school immediately so that they can be fully investigated. All members of staff and children have a responsibility to ensure that it does not occur and if it does, then the Head teacher is to be informed immediately. We aim to deal with all incidents fairly and swiftly and to ensure that the child who has been bullied feels safe.

A register of bullying incidents will be maintained by the Head and reported to Governors. It is important that:

- all staff make sure all pupils and parents know that the school cares and will not tolerate bullying of any kind.
- all pupils know that they should speak out to a member of staff or of their family.

Disciplinary action will be taken in the event of proven bullying for all parties (appropriate to the nature and the age of the child concerned):

- Interview by the Head teacher/Senior Teacher
- Parents of children involved in the incident will be informed and asked to meet with the Head teacher
- Appropriate sanctions will be put in place. This may include missing privileges.
- External Agencies may be involved for example the Emotional Behavioural Support Service, Psychology Service or Educational Welfare Service.

In exceptional circumstances, the child may be excluded.

We acknowledge our legal duties under Section 175 of the Education Act 2002 and the Equality Act 2010 in respect of safeguarding and promoting the welfare of children and in respect of pupils with special educational needs and disabilities (SEND).

### **Parental Support of School Rules**

Effective partnership between schools and parents is key to good discipline.

Home-School Agreements will be used to ensure parents understand expected behaviour and Pastoral Support Plans and Behaviour Management Plans will be drawn up where required before a child reaches the point of being excluded. The Head teacher and staff are available to discuss any areas of concern with parents/carers.

This **Social and Emotional Communication Policy** is publicised annually to staff, parents and pupils.

### **Monitoring and Evaluation and the Role of the Governing Body**

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors regularly about the effectiveness of the school's strategies and any recorded incidents.

This policy is reviewed annually by staff and Governors. Its effectiveness is monitored by a review and analysis of the incident logs, behaviour books, any letters or phone calls from parents requesting alleged bullying to be investigated and by simple questionnaires carried out with pupils. On-going staff training, development and support in a wide range of related areas also feeds into our monitoring and evaluation cycle.

APPROVED:	October 2023
PERSON RESPONSIBLE FOR POLICY:	Amanda Konrath
Signed:	Dave Vincent
To be reviewed:	October 2024