



# St Faith's

Church of England  
Infant and Nursery School

## Governors Written Statement of Behaviour Principles

“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.”*

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.

### Introduction

Section 88 of the Education and Inspections Act 2006 requires the Governing Body to set the framework of the school’s Social and Emotional Communication and Learning Policy by providing a written statement of behaviour principles, taking into account the needs of all pupils. The Governors will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community.

The purpose of the statement is to advise and guide the Headteacher in drawing up the Social and Emotional Communication Policy by stating the principles which governors expect to be followed. The Social and Emotional Communication Policy is a review of the previous Behaviour and Anti-bullying Policy. This statement follows the guidance issued by the Department for Education in January 2016, and will be reviewed in line with the Social and Emotional Communication and Learning Policy review, and in response to any changes in legislation and DfE guidance.

### Principles

As a school, we are committed to safeguarding and promoting the welfare of children and expect all members of the school community to share this commitment. St Faith’s Infant and Nursery School is a Church of England school. As such, the Governing Body believe that the Social and Emotional Communication Policy should be underpinned by the Christian ethos of the school, outlined in our core values of friendship, respect, compassion, community, trust and justice, by our school rules of ready, respectful and safe and our vision.

### Statement in Practice

The Social and Emotional Communication Policy, based on our Christian values and school vision, should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

The Governing Body firmly believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement and celebrate success. However, they also recognise that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to deter other pupils from similar behaviour; and to ensure the health and safety of the whole school community. It is recognised that the application of rewards and sanctions must have regard to the individual situation and pupil, and that the school is expected to exercise discretion in their use.

The Governors expect the Social and Emotional Communication Policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils, including those with disabilities and/or Special Educational Needs. It should also support the school’s commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment, victimisation and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

### The principles are as follows:

- The establishment of a strong behaviour policy (Social and Emotional Communication Policy) to support staff in managing behaviour, including the use of school responsibilities (rules), rewards and sanctions. This policy is to be reviewed by the Governing Body annually.
- Recognition that it is the headteacher and staff's statutory authority to discipline pupils for misbehaviour which occurs in school and for misbehaviour outside of school when a child is taking part in any school organised or school related activity.
- Provision of a range of effective strategies to respond to different behavioural issues and which are proportionate to the level of misbehaviour that occurs.
- Provision of an effective Anti-Bullying policy (part of our Social and Emotional Communication Policy) giving specific guidance and support to prevent and deal with cases of bullying.
- Provision of a clear Home School Agreement setting out expectations for all stakeholders.
- Requirement for the headteacher and staff to monitor and track key behavioural issues and maintain a continuous review of behaviour management procedures.
- Requirement for the school to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- Provision of appropriate behaviour management arrangements with regard to safeguarding and the promotion of the welfare of children and to its general duty to eliminate discrimination under Section 149 of the Equality Act 2010.
- Requirement for staff to follow the school policy 'Promoting Positive Behaviour and Social Inclusion: Positive Handling and Intervention Policy.'
- Requirement for the headteacher to draw on advice set out in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when dealing with an investigation into staff misconduct, including the provision of pastoral care for staff accused of misconduct.

<https://assets.publishing.service.gov.uk/media/5a7ed4c0ed915d74e6226bb5/DFE-RR192.pdf>

### Contents of the Policy

#### The Social and Emotional Communication and Learning Policy should include the following:

- The school's values, vision, rules and expectations.
- Examples of behaviour to be encouraged, and examples of inappropriate and unacceptable behaviour.
- A clear explanation of the systems of Rewards and Sanctions.
- A brief outline of the school's exclusion procedures (as presented fully in the latest DfE Exclusion Guidance).
- Specific guidance and support to prevent and deal with cases of bullying.
- The action to be taken against pupils who are found to have made malicious accusations against school staff.
- The action to be taken in the case of non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member, or reported to the school, including the punishments that will be imposed on pupils.

The Governing Body are aware of their statutory duty to provide clear advice and guidance to the Headteacher in respect of the following: teachers' powers to screen and search pupils, to use reasonable force and other physical contact, and to discipline pupils for misbehaviour outside school. Whilst recognising that these are extreme measures, to be taken in exceptional circumstances, the Governors advise that for the protection and safety of the whole school community they should be carried out only in accordance with the specific guidance issued by the DfE.

It is recommended that training be provided on a regular basis to the staff, to assist them on the rare occasions when it may become necessary to exercise these powers. We have Team Teach training in school, every 3 years.

This statement has been drawn up by Governors in consultation with staff, parents and pupils. The Governors believe that it is by working together that we will encourage children to reach their full potential, and become independent, contributing and responsible members of society.

Approved by the governing body on:	September 2025
Signed (Chair of Governors)	<i>Emile Van Der Zee</i>
Signed (Headteacher)	<i>Amanda Konrath</i>
Review Date	September 2026