



St Faith's

Church of England
Infant and Nursery School

Social and Emotional Communication Policy

"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 children, to give our children 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 children 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 and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in appropriately. Our families are made aware of all policies. 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.

Policy Statement

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. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience, empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To create consistency across the school in expectations, language, response, follow up and consequences, and respect.

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

School Ethos and Underlying Principles

We believe that all staff must:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe.'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

The Head teacher and The Senior Leadership Team must:

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

The Senior Leadership Team and Nurture Lead will:

- Take time to welcome learners at the start of the day, and say goodbye at the end of the day, where possible.
- Be a visible presence around the school.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support all staff in managing learners with more complex or entrenched negative behaviours.
- Regularly review provision for learners who fall beyond the range of written policies.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others – 'Catch Me Good.'
- Know their classes well and develop positive relationships with all children, showing high expectations, clear boundaries and a big heart.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Show consistency and have a sense of humour.
- Give all children a 'fresh start' every lesson.

Behaviour for Learning

St Faith's school rules are to be '**Ready, Respectful and Safe.**'

We recognise that a clear structure of predictable outcomes has 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' and 'After the Adults Change: Achievable Behaviour Nirvana.' Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminders are given 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 in all 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.

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.' The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

At St Faiths our rewards include:

- Shooting stars – these are shared in our weekly Celebration Worship and recognise children that go above and beyond with regards to effort, attitude and behaviour. These are followed by letters home from the Head, when they have received 3 awards.
- Head Teacher awards.
- Team Points and certificates.
- Child of the day – in each individual classroom.
- Class recognitions e.g. Wall of Fame.

Managing behaviour and our Restorative approach

Engagement with learning is always our primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. For other children, steps should always be gone through with care and consideration, taking individual needs into account where necessary. 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 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. This is done calmly and with respect to the children involved and in a private manner. We aim for a **consistent** approach by all adults, for everyone to benefit and the child to make progress in the development of their social and emotional communication skills.

Consequences

Consequence 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.

Consequences 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 consequence should address this, not be made personal to the child. These include:

- Missed minutes of playtime.
- Restricted from participating for up to 2 minutes.
- A task to complete to make amends.
- Removal from the classroom for no more than 5 minutes, to reset. This is done respectfully and without shame.
- Visit to the Nurture Lead or SENDCo.
- Visit to the Head or SLT.

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 always remain professional and calm. Conversations should follow a script, and behaviours should be discussed as the behaviours they are, and not be personal to the child. An example of this can be found in the appendix of this policy.

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. Staff should not express their own feelings on the behaviours e.g. by not acting shocked or saying how this makes them feel. 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 consequences will be put in place.

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 the last resort, and key staff have been trained in positive handling. The school will record all serious behaviour incidents on CPOMS. Whenever a child has required to be handled or restrained this is also recorded in our red book (Bounded Numbered Handling Book).

Exclusion

Only the Head teacher has the power to exclude a child from the school. The Head teacher may exclude a child for one or more fixed periods up to the statutory amount. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert a 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 child, either externally or an internal exclusion, parents will be immediately informed, giving reasons for the exclusion. At the same time, the Head teacher will make 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 exclusions or suspensions. The governing body has a discipline committee which is made up of three to 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 Policies and should call for support if needed.

All staff should report incidents directly to the Headteacher, Deputy, Nurture Lead or SENDCo 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 or suspension 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 at St Faith's. 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.

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.

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.

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 Behavioural Outreach Support Service or Psychology Service.

In exceptional circumstances, the child may be excluded or suspended.

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 children with special educational needs and disabilities (SEND).

Parental Support of School Rules

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

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 always available to discuss any areas of concern with families.

This **Social and Emotional Communication Policy** is publicised annually to staff and families.

Monitoring and Evaluation and the Role of the Governing Body

The monitoring of this policy is ongoing 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 children. On-going staff training, development and support in a wide range of related areas also feeds into our monitoring and evaluation cycle.

Safeguarding procedures

At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website <https://stfaithscofe.secure-primariesite.net/safeguarding-information-and-policies/>.

Date approved:	November 2025
Headteacher:	Amanda Konrath
Chair of Governors:	Emile Van der Zee
To be reviewed:	November 2026

APPENDIX

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. Remember to 'Catch me good!'		
Gentle approach, use child's name, child level, eye contact, deliver message		
<p>1. RESETTling AND RETURNING</p> <p>Are you OK? I wanted to speak to you as I can see that you are struggling to following our rules of ready, respectful and safe. This is just a short pause. I want you to be able to get back to your jobs. We have agreed our rules of (ready, respectful, safe). I need you to How can I help you? Let's go back in and carry on with your jobs.</p>		
<p>2. REMINDER:</p> <p>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. <i>Example - 'I can see that you're running. We need you and everyone else to be safe. Please walk. Thank you for listening.'</i> The Regulation Station may be used during this stage.</p>		
<p>3. WARNING:</p> <p>I can see that you have chosen to (noticed behaviour). You are breaking our school rule of (Ready, Respectful or Safe) because you are 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 are.</p> <p>If required:</p> <p>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.</p> <p><i>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.</i></p> <p>If you choose to break the rules again (child's name) you leave me no choice but to ask you to leave the room / go to the quiet area / library / go and see Mrs Simpson or Mrs Palmer.</p> <p><i>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 are.'</i></p>		

4. CALMING TIME/ REFLECTIVE TIME:

I can see that you have chosen to (behaviour). You are breaking our school rule of (Ready, Respectful or Safe). You need to: 1) wait somewhere in the classroom, 2) go to quiet area, 3) go and see Mrs Simpson or Mrs Palmer, 4) go to sit in a member of SLT's classroom, 5) go to see Mrs Konrath or Mrs Kingston.

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 and see Mrs Simpson or Mrs Palmer, 4) Go to sit in a member of SLT's classroom, 5) Go to see Mrs Konrath or Mrs Kingston.

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

5. 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.***