



**St Francis**  
CofE Primary School



# Behaviour Policy

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School or Trust Policy	School

We want to ensure that your needs are met.  
If you would like this information in any other format, please contact us on  
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**Kernow Learning**

## Our Trust Vision for Establishing a Positive Behaviour Culture for all

At Kernow Learning, we believe that creating a positive and inclusive learning environment is essential for all children to flourish, both academically and socially. Our Behaviour policy at St Francis reflects this and is designed to create a safe and respectful environment where every individual feels safe and can learn and achieve well.

Our approach to behaviour is grounded in our Trust Core Shared values of **strength, wisdom** and **courage** and our philosophy of **working hard, helping others**, and **being honest**.

We are committed to upholding the principles set out by the Department for Education (DfE) in its updated guidance on behaviour, published in February 2024. This guidance stresses the importance of high expectations, consistency, and fairness in managing behaviour, and we aim to promote an environment where children feel valued, respected, and empowered to take responsibility for their actions.

This applies across all schools within our family of schools ensuring consistency, while recognising the individual needs of each school community. It is based on the belief that good behaviour is integral to a successful education and is best achieved when children, staff, and parents all work in partnership together.

We recognise that behaviour is a form of communication, and this policy seeks to provide clear guidelines for both positive and corrective behaviours, ensuring that all children are supported to make good choices, reflect on their actions, and contribute to a positive and harmonious school environment.

Through our commitment to high standards and a shared ethos, we aim to develop confident, responsible, and respectful individuals who love coming to school, and contribute positively to society.

## Introduction

**“Visible consistency with visible kindness allows exceptional behaviour to flourish.”**

At St Francis C of E Primary School we believe that every child has the right to learn in an environment where everyone feels happy, safe and secure. Positive relationships are at the centre of all that we do, and our aim is for all our children to grow into confident, happy citizens of Cornwall and the wider world.

We believe that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all

At St Francis C of E Primary School we follow the 3 simple rules of being **Ready, Respectful** and **Safe**. These are displayed around the school and align with our core values and our Trust shared values.



Our Key Principles for Positive Behaviour:

1. Consistently positive adult behaviour
2. High expectations of ourselves and for others
3. First attention to best conduct
4. Relentlessly positive routines
5. Follow up and repair

## Consistent adult interactions

At St Francis C of E Primary school, we expect and enable every member of our school community to behave in a considerate way towards others. This includes every child, member of staff, parents, governors, and visitors.

We expect everyone's behaviour to reflect our 6 core Christian values of **courage, peace, thankfulness, trust, friendship** and **hope**. We explicitly teach these values every half term on a rolling programme. We believe that when all adults behave in this way then children will also do the same. We want all our children to feel valued and cared for at all times, remembering that we are the weather that creates the climate in our school.

Every adult is expected to:

- Model the behaviour that is expected of our children
- Be respectful and model unconditional positive regard towards children
- Be mindful of body language and facial expression at all times in school
- Pay first attention to the best conduct- acknowledge good behaviour
- Discuss and correct negative behaviour sensitively, with dignity and privacy for the child
- Be calm and controlled in response to correcting and supporting unwanted behaviours

## The PACE Approach- Playful, Acceptance, Curiosity, Empathy

When dealing with difficult behaviours or to prevent escalation we adopt a 'PACEful' approach. This means:

**Playful** – use a positive, playful tone of voice – this activates positive hormones in the child and can diffuse a situation. This is not appropriate for all situations and needs to be used sensitively.

**Acceptance** – actively accept and validate the emotions underneath the behaviour. We are gentle on the child but firm on the behaviour.

**Curiosity** – trying to find out about the behaviour without judgement – correction with connection. 'Will you help me to understand what it was like for you when...?' This forms part of 'walk and talk' or a restorative conversation and gives the child a narrative for their behaviour.

**Empathy** – feel into their experience and empathise with the child to help them to make sense of their big feelings. ‘No wonder you’re feeling x. It is painful when y happens.’ ‘So, you’re letting me know that you are feeling really miserable right now.... I can understand that...’

## High Expectations of Self and Others

High expectations and a positive climate characterised by respectful interactions are two strongly supported elements of educational effectiveness. We remind ourselves **“What you expect is what you get”** and so stay focused on expecting positive behaviours. We have high expectations of all children and staff at St Francis C of E Primary School and ensure that these are clearly communicated with our whole school community.

There is no place in our school for the following unacceptable behaviours:

- Bullying
- Abuse of any kind
- Spitting
- Physical aggression
- Throwing dangerous objects
- Threatening/intimidating others
- Verbal aggression
- Swearing
- Rudeness to others
- Dishonesty or stealing
- Ruining others property or work
- Fighting
- Vandalism
- Refusing to follow instructions
- Leaving the classroom or hiding
- Climbing unsafely
- Bringing dangerous items to school

## First attention to the best conduct

At St Francis C of E Primary School, **we believe that a positive, proactive approach to behaviour is more effective than a purely reactive one.** We always endeavor to give first attention and recognition to those children who are meeting our expectations. This is done through:

- Public praise of those children doing the right thing – “It is noticed when we do the right thing”
- ‘Over advertising’ and promoting our weekly **Golden Time Celebration** for all children who have used their ‘**Marvellous Manners**’ and followed our ‘**core habits**’ including ‘**STAR Listening**’ and ‘**ABC in the classroom**’ (Appendix 1), worked hard and kept to our 3 Rules (Appendix 2) all week
- Regular, consistent use of Golden tickets for individual, positive, recognition
- Inviting children who have worked ‘over and above’ to share their learning with others in the school
- Weekly values certificates for positive behaviour (Values and Headteacher awards) at our Celebration Worship on Fridays.
- Elected and applied for jobs and responsibilities within the classroom and the wider school
- Sharing achievements with parents and our school community

## Relentless routines

Behaviour is the sum of an enormous number of habits, attitudes and skills that can be taken for granted. None of these factors are innate, and to achieve positive behaviour for learning, we believe **we must teach them explicitly** to our children and **consistently remind them** until they become embedded as positive habits. At St Francis C of E Primary School we have clear routines and expectations which are consistently applied to promote positive behaviour, which is **ready, respectful** and **safe** throughout our school. It is important that all staff know all children really well and are fully knowledgeable about individual needs. Therefore, some of the universal approaches outlined in this policy will be adapted in partnership with families.

Example Activity	What does this look like in our school?
Lining up	<ul style="list-style-type: none"> <li>We face the way we are going.</li> <li>We keep our hands and feet to ourselves.</li> <li>We move quietly, so as not to disturb others.</li> <li>We check everyone is ready before we move.</li> <li>Classes will not be walked anywhere until they are ready.</li> </ul>
Walking around the school	<ul style="list-style-type: none"> <li>We face the way we are going.</li> <li>We keep our hands and feet to ourselves.</li> <li>We move quietly, so as not to disturb others.</li> <li>We check everyone is ready before we move.</li> <li>We stay to the left</li> <li>Classes will not be walked anywhere until they are ready.</li> </ul>
Entering/leaving collective worship	<ul style="list-style-type: none"> <li>Children and adults enter as above, but silently.</li> <li>We use thinking minds and so sit in quiet reflection.</li> <li>At the end of the collective worship, we share our school prayer – thinking about the words.</li> <li>We leave calmly when signalled by our adults.</li> </ul>
In the lunch hall	<ul style="list-style-type: none"> <li>We enter the hall sensibly.</li> <li>We wait calmly as we approach the servery.</li> <li>When receiving our lunch, we say thank you to the lunchtime team.</li> <li>We use our knife and fork to eat a hot meal. We are guided to practise this skill by others.</li> </ul>
Around the school	<ul style="list-style-type: none"> <li>We hold doors open for one another and say please and thank you.</li> <li>We pick up any objects/litter that we see. We pick coats and bags up off the floor and hang them on pegs to keep our school safe.</li> </ul>
End of break/lunch	<ul style="list-style-type: none"> <li>We stop quickly when we hear the 1st whistle at the end of break. All children are expected to stop.</li> <li>At the 2nd whistle we walk calmly to the place where we line up.</li> </ul>
Gaining children's attention	<ul style="list-style-type: none"> <li>We use a silent stop signal when adults require our attention.</li> <li>When we are engaged in an activity this is accompanied with the verbal prompt 'Magnet Eyes'</li> </ul>
Addressing excessive noise levels	<ul style="list-style-type: none"> <li>The volume of noise in our learning environment should be matched to our activities..... Sometimes it will be buzzy, sometimes quiet, and sometimes silent.</li> <li>Our adults will use the silent stop signal to remind us.</li> </ul>
Answering questions/feedback	<ul style="list-style-type: none"> <li>We don't put our hands up to answer questions. Use alternative methods of gaining feedback (think, pair share, popcorn, wave, paraphrase, partner feedback, cold calling)</li> </ul>
Leaving the classroom	<ul style="list-style-type: none"> <li>Children must always ask for permission to leave the classroom. For some children with support plans, bespoke and previously agreed methods for leaving the classroom are practicable.</li> </ul>
Moving around the classroom	<ul style="list-style-type: none"> <li>Essential resources including sharpened pencils should be readily available on children's desks to avoid excessive getting up from seats during lesson time.</li> <li>If children do need any additional resources and equipment to support their learning, they are encouraged to get up and do this independently.</li> </ul>
Classroom desks and workspaces	<ul style="list-style-type: none"> <li>Classroom desks should be free of clutter to enable the best learning environment to be created. E.g. in maths lessons, there should only be maths books/resources on desks.</li> </ul>

## Rewards & Sanctions

Whilst we believe that the curiosities and wonder of being in classrooms filled with exciting learning should be the intrinsic motivator for children to present positive behaviours, we know that the use of extrinsic motivators help children to engage their focus. Therefore, we use some extrinsic motivators to create a culture of 'celebrating positive behaviour' in our school community. We also recognise that whilst children are learning to develop positive behaviours there may be occasions where sanctions may need to be applied.

## Our Golden Time System

Weekly Golden time is used to **reward** positive behaviour, learning and hard work. The reduction of Golden time is used as a **sanction** applied to children who have not behaved positively, worked hard or learned well during the week.

- All pupils and staff to know the 3 Rules – **Ready, Respectful, Safe**. These should be constantly referred to by staff whilst managing pupil behaviour.
- All adults should spend time explaining and exemplifying what these rules mean, look like and sound like. The rules apply to every area, and every minute at school.
- All pupils who keep to the Golden Rules all week receive 30 minutes Golden Time on a Friday afternoon as a reward for positive behaviour.
- Golden Time is a celebration for a week of positive behaviour, hard work and excellent learning, it is filled with activities that children love and a chance for continued positive relationship building between adults and children and also to develop peer to peer relationships.
- In addition to Golden Time. Pupils are rewarded for exemplary behaviour (always in reference to the Rules) with '**Golden Tickets**'. These are for going 'above and beyond' and equate to individual rewards of a lucky dip in the '**Golden Box**'
- Pupils who act outside of our 3 rules receive a verbal reminder and their name will go under the 'reminder' marker where they will then be supported by an adult to reflect on what went wrong and how to put things right.
- Pupils who show they are positively correcting that behaviour can have their name taken off the board- adults will proactively support pupils to achieve this
- Pupils who continue to not follow the rules have their name put next to the Golden time lost marker and they lose 5 minutes Golden Time. At this point supporting adults will focus on helping the child to not descend further- focus on remaining Golden time for the child to keep hold of
- Each day is a fresh start - all names are taken off the board at the end of each day.
- Pupils who have lost their Golden Time must report to the Headteacher at the beginning of Golden Time where they have time out to reflect on the rule break.
- Loss of Golden Time is logged on a slip by the class teacher and kept on file by the SLT.
- Records of Golden Time losses are analysed by SLT every week to ensure that patterns are spotted quickly and follow up conversations are had with class teachers and or parents.
- If a pupil loses any portion of their Golden time 3 times in a half term, their parent/s will be invited into school for a meeting with the Headteacher and Class teacher, they will lose the privilege of after school clubs for that term, and will lose the right to represent the school in a leadership role or at extra- curricular events.



## Further Sanctions

All children have the right to learn in classrooms that are free from disruption and feel safe. To ensure this entitlement, at times there may be a need to use further sanctions as a consequence of poor behaviour choices to act as a deterrent for those still learning how to choose positive behaviour.

These are age appropriate:

- Pupils who behave outside a rule receive a verbal prompt, captured visually for them as a reminder (as described above)
- If the behaviour persists then the reminder moves to a loss of 5 mins Golden Time- capped at 5 mins per day (as described above)
- Should the child continue to make poor choices the next step is for the child to have 'Time Out' and is relocated to an agreed space, parallel class, linked class, or alternative learning space until they are ready to return to their own class.
- If this behaviour continues after relocation, then SLT will be called. parents will be notified, and potentially a fixed-term suspension will be issued by the headteacher
- If a child is relocated through Time Out and/or if they reach the step of parents being called this is recorded on Behaviour Manager.
- Repeated instances of reaching these last 2 steps will lead to additional support through a bespoke behaviour plan

## Logical Consequences Through our Rewards and Sanctions

At St Francis C of E Primary School we believe in the impact of logical consequences which work alongside our sanctions. The goal of logical consequences is to help children develop internal understanding, self- control, and a desire to follow the rules. Logical consequences help children look more closely at their behaviours and consider the impact of their choices.

Unlike 'punishment', where the intention may be to make a child feel shamed, the intention of logical consequences is to help children develop internal controls and to learn from their mistakes, understand the impact of their positive or negative behaviours in a supportive atmosphere.

## Our Adaptive approach to behaviour for pupils with additional needs

We recognise that our universal approach to managing positive behaviour will be achievable for most of our learners. However, we know some of our children will need a more bespoke, adaptive approach through child centred behaviour plans. If children are repeatedly losing their golden time, leaders and class teachers will work with the child to create a more bespoke rewards and sanctions system that is appropriate to their level of need.

These individual plans are co-created by our SEND team, class teachers, families and the child. They feed into our whole school approach and as with other forms of individual support are designed to move children supportively from their starting point to a place where they can achieve positive behaviour independently, like their peers.

## Summary of our Four Step Approach to Sanctions:

As outlined in our policy, if a child falls below our expectation of being **ready**, **respectful** or **safe**, we will follow a 4 step approach (see appendix 3):

1. **Verbal reminder (captured visually):** Adults will discretely and gently remind children about our rules and expectations in order to refocus them. Adults will offer help and support to turn the behaviour around e.g. "This behaviour is stopping learning. What do you need to behave safely?" "Help me understand which part you are finding tricky." "How can we make this easier for you to

manage so that you can be ready for learning?" If they re-engage, adults will ensure that this is positively reinforced and visual reminder can be erased.

2. **Loss of Golden Time:** Children will have their name written discreetly on the board as a visual reminder that they have lost 5 mins of their Golden Time  
Adults will acknowledge children's feelings and difficulties whilst providing them with clear choices which will support them to turn things around and to keep the remainder of their Golden Time. If they re-engage, adults will ensure that this is positively reinforced- no further step required.
3. **TimeOut In a separate learning space, or parallel class.** This step only follows if the behaviours continue after Step 1 and Step 2 sanctions. Adults will acknowledge children's feelings and difficulties whilst providing them with support to re-focus and change their behaviours. If they re-engage, adults will ensure that this is positively reinforced and children will return to their class.
4. **Headteacher/SLT:** If the behaviour continues or escalates during Time Out, the headteacher or member of SLT will be called for support via radio, e.g. 'SLT support in Zebra's class' ensuring privacy and dignity for all (no names used and professional language at all times) At this point Senior Leaders work with the child to address behaviour. Parents will be informed and the behaviours discussed. If there are repeated occurrences of this step being reached, parents will be invited for a meeting.

Following a meeting with parents, we will agree a supportive way forward to support the child and where necessary their family.

These strategies may include:

- Bespoke behaviour plans
- Home school communication book
- Regular behaviour meetings
- Referral to Early Help/other external agencies
- In class learning aids
- Adaptations to the child's timetable
- TIS intervention (see appendix 3)
- Nurture provision

## Follow up and repair

At St Francis C of E Primary School, a vital part of our approach to positive behaviour is the following up of behaviour that has challenged and repairing the relationships involved. Through this process we aim to teach children to understand the impact that their behaviour has on others and to develop strategies to deal with similar situations more effectively in the future. We want them to understand that there can always be a fresh start and that the staff at St Francis will always hold them in unconditional positive regard in keeping with our Christian Foundation and our mission of ensuring that every person matters, every person helps and every person succeeds so that everyone can 'live life in all its fullness'.

If a child has lost Golden time or had time out in another class, this must be followed up by a restorative conversation with the adult that issued the consequence. This will usually happen during the next learning break when the child is calm or ready to talk. This is an opportunity to talk things through, this could be held in a quiet space or as a 'walk and talk'.

Children must be supported to reflect on their actions, 'put things right' and repair their relationships so they are not left with any shame. We also recognise that 'forced apologies' will have little impact for any of the parties involved and so these will not be insisted on, but instead, encouraged and promoted.



## Structure of the restorative conversation

EYFS and Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> <li>Can you help me understand what's happened?</li> <li>Who has been hurt and in what way?</li> <li>What needs to happen now to put things right and ensure this never happens again? Discuss any 'logical consequences.'</li> </ul>	<ul style="list-style-type: none"> <li>Can you help me understand what you think happened?</li> <li>How did you feel?</li> <li>What were you thinking?</li> <li>How do you feel now?</li> <li>What are you thinking now?</li> <li>Who has been affected?</li> <li>What needs to happen now to put things right? Discuss any 'logical consequences.'</li> <li>How can we do things differently in the future?</li> </ul>

Following the restorative process, we always adopt a 'fresh start' approach.

## Serious Incidents

If a child is not responding to adults and their behaviour is extreme or presents immediate danger to self or others, either the child must be safely removed from the situation or others around the child moved to make the situation safe. The Headteacher/SLT will be informed. In some cases, it may be necessary for staff to use positive handling strategies (see Positive Handling section). Parents/carers will be contacted at the earliest convenience to inform them of any serious incidents.

It is important that following any serious incident staff involved have a follow up and repair, however this may happen on a different day when the child is emotionally ready to reflect on their behaviour.

## Suspensions and permanent exclusions

At St Francis C of E Primary School, we recognise the impact that fixed-term suspensions and permanent exclusions can have on children so would only ever enact this as a very last resort.

Only the Headteacher (or the senior member of staff to whom the Headteacher has delegated responsibility in their absence) has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 15 days in any one school term. The Headteacher may also exclude a pupil permanently.

If the Head teacher suspends or excludes a child, s/he informs the parents immediately, giving reasons for the suspension or exclusion. At the same time, the Headteacher makes it clear to the parents how they can make representations to the Governing Body. If a panel meeting is convened following a permanent exclusion, the school will inform the parents how they can be involved in that and how they can request an independent review if they are unhappy with the outcome of that panel meeting. For further information on the process, please see our Exclusion policy.

The Headteacher informs the Local Authority (LA) and the LGB about any permanent exclusion, and about any fixed term suspensions.

## Positive Handling

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

At St Francis C of E Primary School, we believe that a positive and proactive approach is vital to anticipate potential triggers for behaviour that challenges, and minimise the likelihood of, or avoid the need to use, restraint. We use the following strategies to be proactive in our approach to behaviour:

For more information, please see our Positive Handling Policy.

## Pupils' conduct in the community

At St Francis C of E Primary School, we believe that our pupils represent our school not only within its walls but also in the wider community. We expect all pupils to conduct themselves in a manner that reflects the values and standards of our school, demonstrating respect, kindness, and responsibility at all times. This includes behaving appropriately during school trips, while commuting to and from school, and in interactions with local residents and businesses.

Pupils are encouraged to take pride in their behaviour, understanding that their actions can positively or negatively impact the school's reputation. We promote a culture of accountability, where pupils are reminded of their duty to uphold the school's behaviour policy and contribute to a positive community atmosphere. Through regular discussions and reinforcement of these expectations, we aim to foster a sense of pride in our pupils, ensuring they become responsible citizens in the community.

## Appendix 1



# Marvellous Manners

Hello!

Thank you!

Excuse me...

Thank you very much

Good Morning!

Please, may I...

After you

Every person matters, every person helps, every person succeeds.

# We are star ★ listeners



1

## Sit up



I sit straight with my tummy to the table, feet on the floor.

2

## Track

I track the speaker and look at them.

3

## Attention

I give the speaker my full attention.

4

## Respond

I respond with A,B,C.



'Live Life, Life in all its fullness' John 10:10



# ABC in the classroom



Agree



Build



Challenge




Stop




Partner Talk






# OUR CORE HABITS



**Thresholding**

Why: Build trustworthy relationships


How: Greet pupils warmly at the door



**S.T.A.R.**

Why: Everyone participating


How: Sit up, Track, Answer in full sentences, Respect others



**Positive Framing**

Why: Establish high expectations


How: Narrate the desired behaviour



**Hot Calling**

Why: Everyone thinking hard


How: Question – Pause – Name



**Signal – Pause – Insist**

Why: Ensure calm, clear instructions


How: Silent stop, 3-2-1 instruction stacking



**Live Modelling**

Why: To show children how


How: Visualisers or flip charts (for writing) to narrate thinking



**Silence is Golden**

Why: Respect the learning of others

How: Silently, orderly corridors, 1-2-3 transitions




**Sequence in small steps**

Why: Reduces cognitive load

How: I do, we do, you do

Living life in all its fullness

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## Appendix 2



## Appendix 3



## Appendix 4 Trauma Informed School

Trauma Informed Schools is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience. A Trauma Informed School is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

*The Vision of Trauma Informed Schools is:*

*Our vision is to provide appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all.*

*This means we aim to help children and teenagers BEFORE they get mental health problems – to catch them as they are falling not after they have fallen. Towards this aim we strongly endorse the statement in the Government Green Paper December 2017 Transforming Children and Young People's Mental Health Provision, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)". We are appropriately training school staff to take on this task.*

*Our objective is to bring about a whole school /organisational cultural shift where the wellbeing of all is the highest priority. We implement many interventions to ensure the relational and emotional health of all. Our interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience.*

*We also believe that for schools to become mentally healthy places for all, the value of wellbeing has to start at the very top, with organisations such as DfE, Ofsted and the Regional Schools Commissioners balancing the scales between outcomes (test scores) and emotional wellbeing. We are working to ensure that there is national recognition of the importance of monitoring the wellbeing of schools and that Governing Bodies, Trust Boards and Directors make staff wellbeing as well as pupil wellbeing a key performance indicator for our schools. - (Trauma Informed Schools website)*

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

St Francis School recognises that it is important for adults to understand and to take into account the mental and emotional health of each child in order to help them differentiate their relationships with children and so to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship. As part of this, the school has access to a comprehensive reporting tool for tracking change over time, for both individuals and groups of pupils.

Learning to be skilful in relationships and ready for challenges requires experiencing descriptive feedback,

reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn. Life events can introduce episodes, which become interruptions to some children's development. The Trauma Informed Schools programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of the systematic actions.

With a programme of continuous provision, St Francis School's vision is for all staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

*'Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ' - Duckworth and Seligman 2005*

*'School based programmes of social and emotional learning therefore has the potential to help young people acquire the skills they need to make good academic progress.'* -  
*British Educational Research Journal 2013*

St Francis School has a Trauma Informed Schools base which is the hub for this provision and offers supportive programmes for pupils in a variety of ways across the school day.