



St Francis
C of E Primary School



Kernow Learning
Building Excellent Schools Together

Care, Support, Guidance and Behaviour Policy

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Principles

St Francis School's strategic vision of *every person matters, every person helps, every person succeeds so that each of us can live 'life in all its fullness'* (John 10:10) is the driving force of this policy. We seek to fulfil this vision in numerous ways, but primarily through adopting a Trauma Informed School approach (appendix 1) to create a caring and learning environment. We do this by:

- Promoting self-esteem, self-discipline and the building of positive relationships based on unconditional positive regard and mutual respect;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging positive relationships with parents, guardians and carers to develop a shared approach to the implementation of the policy and procedures
- Commitment to staff training
- Ensuring fairness of treatment for all;
- Encouraging respect for self, respect for others and respect for the environment;
- Promoting good behaviour through the school's commitment to positive praise and reward

Roles and Responsibilities

St Francis School has established, in consultation with stakeholders, this policy for the promotion of good behaviour, which will be reviewed annually. The school will ensure it is communicated to pupils and parents, is non-discriminatory and expectations are clear.

The Headteacher and Senior Leadership Team will be responsible for ensuring the implementation and day to day management of the policy and procedures. This includes supporting staff faced with challenging behaviour.

All staff (both teaching and support) will be responsible for ensuring the policy and procedures are followed and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Feedback on the effectiveness of the policy is encouraged. Staff are responsible for creating positive relationships in classrooms, as well as the other areas of the school. All staff are encouraged to seek support from Senior Leaders if there is any difficulty in applying the policy. The Headteacher will treat any failure to apply the policy as a serious dereliction of duty.

Parents, guardians and carers will be responsible for the behaviour of their child(ren) inside and outside the school and are asked to support the policy in partnership with the school. Feedback regarding the effectiveness of the policy is encouraged and any complaints should be addressed in-line with the Complaints Policy.

Approaches to Developing Positive Behaviours

- High quality, personalised learning which involves pupils, builds on success, ensures progression, involves and informs parents;
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times;
- Use of Trauma Informed Schools' assessments captured at regular intervals enable a strategic response to individual, group and cohort development, and therefore plan next steps.
- Programmes of PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning;
- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two;
- Enable children to take responsibility for themselves and their actions in age appropriate ways;
- Reflect on incidents (where behaviour choices are made that are against the Trust's agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Where need is identified for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans;

- Any plan of action is agreed and shared in a working partnership with parents and carers;
- Individuals with SEN to be recognised within the behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- The way that the school reinforces positive behaviour choices to be based on positive, clear and consistent responses within boundaries that offer safe containment;
- Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies;
- Pupils need to know explicitly what behaviour is expected in different circumstances;
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;
- Using Fixed Term Internal or External Suspensions may be used as part of a positive behaviour approach;
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;
- The school will reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;
- The school will teach beyond its statutory requirements in relation to the RSE expectations so that children know and understand how to build positive and safe relationships with others;
- The school's expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

In line with our inclusive approach, wherever possible, all children and parents are welcome at our school.

Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

Behaviour Practices and Procedures

"Classroom management is not about having the right rules, it's about having the right relationships" - Danny Steele

St Francis School values learning and everyone within our community. The uniqueness and diversity within our staff, student and parent body is valued and celebrated. Everyone is a learner and everyone is deemed to have an 'elastic' capacity to learn. We make provision for developing the emotional learning of all of our students, but most particularly for the most vulnerable and challenging students. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning, and learning how to communicate responsibility for one's own feelings.

Responsibility for one's own learning is prized. Independent, adapted, resource based and collaborative learning are encouraged. It is understood and accepted that all learners have their own emotional needs sometimes, these can be addressed as a part of promoting learning.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- encourage relationships based on kindness, respect and understanding of the needs of others;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- create an environment which recognises and celebrates difference.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment with displays which are not visually overstimulating.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

Rewards

St Francis School's emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Therefore, we ensure that within each school every child is recognised and rewarded. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements and efforts. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- Verbal feedback / praise
- Non-verbal feedback *e.g. thumbs up gesture, smile, pat on shoulder*
- Awarding of points
- Certificates (with explicit reasons shared)
- Headteacher award
- Good news postcards – posted to parents
- Recognition in Newsletter
- Website
- Use of social media *e.g. Facebook*
- Share good choices with other adults for positive reinforcement

Within our positive approaches we recognise that there may be times when a pupil, whilst considering what is appropriate for individual children, might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Initial Responses

If any child breaks the behaviour policy of St Francis School, initially they are given reflection time with an adult as appropriate.

We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key. By contributing to a safe, structured, open-hearted and stimulating sequence of interactions the adult can engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

We use a range of strategies to interrupt poor behaviour choices including;

- Breakout spaces
- Time in
- Availability of an emotionally available adult
- Change of environment

The aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our academies feels calm and safe.

When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; *Headteacher, Assistant Heads, SENDCo, Learning Mentor, Class Teacher, Teaching Assistant*. At every stage we will also maintain close communication with parents and carers. Sanctions may include:

- Verbal Reprimand
- Loss of privileges – breaktimes, golden time (KS1 and 2)
- Time out of class to reflect upon behaviour under supervision
- Lunchtime Club
- Being placed on an Action Plan

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately. The Trauma Informed School hub spaces are often used for this purpose.

That being said, there are some situations that will provoke a more severe response from school:

If a child deliberately commits any of the following, they may be given an immediate Fixed Term Suspension or Permanent Exclusion at the Head Teacher's discretion following a full investigation:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour
- Bringing illegal items/substances to school

Fixed Term Suspensions may be either Internal where they will attend school but learn away from their class or an External Suspension, which requires the pupil to undertake their learning off site. In the case of an external suspension, this will be registered with the local authority.

Following an external suspension, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate. Parents are always informed by standard letter if a Fixed Term Suspension has been given.

Support and Intervention

Behaviour Incidences are tracked at St Francis School through MyConcern. Senior Leaders within school analyse behaviour trends at least termly, and adapt provision as necessary – this may include identifying training needs for staff or putting into place support plans for individual pupils. Behaviour is reported to Governors termly as part of the Headteacher's Report.

Physical Restraint

Physical Restraint should be limited to emergency situations and used only as last resort. Under the children Order 1995, it is only permissible as described under the heading 'Physical Control'. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff, to use such force as is reasonable in the circumstances to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

However, incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time as possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Where possible, involve another member of staff
- Where possible, inform the student what is happening and why
- Be recorded and reported to parents

If restraint is required no adult should:

- Act in temper
- Involve themselves in a prolonged verbal exchange with the child
- Attempt to reason with the child
- Ask other children to be involved in the restraint
- Hold or touch sexual areas of the body
- Twist or hold limbs against a joint
- Bend fingers or pull hair
- Hold a child in such a way which restricts blood flow or breathing.

Safe Touch

Children need to learn who they are and how they fit into the world. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing.

Research clearly shows access to safe touch is a means of calming, soothing and containing distress for a vulnerable child. It is essential that children learn the difference between safe and unsafe touch. Safe touch is when brief, gentle contact is made on open or clothed parts of the body: hands, arms, shoulders, head and hair. The background of the child will always be considered. Safe touch used to calm, soothe or regulate a child's emotions is a needed developmental experience. In recognition of this, all staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Containing an angry child
- Affirming or encouraging an anxious child or a child with low self-esteem

Other means of calming, soothing and containing children's strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply

- Initially matching the pitch and volume of the child's emotional display and then regulating it down by talking slowly, firmly and quietly in an unhurried and unflustered way
- Providing clear predictable consistently held boundaries

Conclusion

"Educating the mind without educating the heart is no education at all" - Aristotle

Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils.

Appendix 1

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. There are 4 TIS practitioners within the school for the 2023/24 academic year.

Appendix 2



ST FRANCIS SCHOOL BEHAVIOUR AND DISCIPLINE PROCEDURE

SEPTEMBER 2023

Aims

These behaviour procedures aim to endorse our vision of 'Everyone matters, everyone helps, everyone succeeds so that each of us can 'live life in all its fullness' (John 10:10).

We:

- Support the Christian ethos of the school where individual members of the school community can feel safe, valued and respected
- Enable all to learn and work together in a positive and supportive way.
- Promote a learning environment where everyone feels happy, safe and secure
- Promote positive relationships between children, and between children and adults
- Treat all children fairly and consistently with unconditional positive regard
- Encourage children to become responsible and independent
- Recognise and reward acceptable and positive behaviour

As children enter this school at the age of four and are here until they are eleven. We recognise that rules, routines, rewards and sanctions need to be adapted to be relevant and have meaning for different age groups, and at times individuals. All classes display the 'Golden Rules' and children are explicitly taught what these look like. These are embedded across the school and referred to as required. Many classes also have their own additional class charters which enable child voice to be heard.

We use a tiered traffic light system to determine both acceptable and unacceptable behaviours to enable the children to understand consequences and responsibility. All incidents of unacceptable behaviours are recorded in class yellow communication files. These are displayed in every classroom and outside to ensure consistency of approach and all staff are proactive in its use. As a Trauma Informed School, with a strong Christian ethos and values, positive reinforcement is our primary behaviour management tool. Classes have their own positive reward system as detailed below.

LEVEL	BEHAVIOURS	REWARDS FOR ACCEPTABLE BEHAVIOUR
GREEN BEHAVIOURS	<u>Our Golden Rules:</u> Do be gentle Do be kind and helpful Do work hard Do look after everyone and everything Do listen to people Do be honest	Public and private congratulation and praise Individual class systems e.g. Team points, stickers, certificates, rocket charts, dojos, etc... Nomination for a 'golden awards' at a Friday assembly 'praise' postcard to a parent Golden Time or other whole class 'rewards' Material rewards e.g pens Staff points can be awarded which convert to individual class systems

LEVEL	BEHAVIOURS	CONSEQUENCES
LOW LEVEL YELLOW BEHAVIOURS	<p>Calling out</p> <p>Distracting others</p> <p>Inappropriate noise in class</p> <p>Not respecting property, e.g. doodling on exercise books</p> <p>Failing to keep on task</p> <p>Repeated leaving seats without permission</p> <p>Time wasting</p> <p>Not following instructions</p> <p>Running in the corridors</p> <p>Pushing in in the line</p> <p>Talking in assembly</p> <p>Rudeness to others</p> <p>Interrupting</p> <p>Children being inside when they should be outside</p> <p>Shouting in the dinner hall</p>	<p>Clear verbal warning</p> <p>Appropriate time given for child to address behaviour</p> <p>Continued behaviour results in action relating to individual class system, i.e. move to the yellow traffic colour</p>
MODERATE AMBER BEHAVIOURS	<p>A second warning for one of the above behaviours</p> <p>Constantly calling out</p> <p>Continually distracting others</p> <p>Refusal to co-operate</p> <p>Deliberate rudeness, e.g. answering back</p> <p>Not attempting learning task</p> <p>Deliberate disregard for instructions</p> <p>Covering up the truth</p> <p>Unkind words and actions</p> <p>Swearing (overheard by an adult)</p>	<p>5 minutes time out from the main group, within the classroom</p> <p>If behaviour continues send to space outside of the classroom with learning task – MUST be in-line of sight (if appropriate)</p> <p>Incomplete learning tasks must be finished at break time or lunch time</p> <p>Inform parents – verbally at the end of the day or through a phone call</p>
SERIOUS RED BEHAVIOURS	<p>Physical assault against a pupil</p> <p>Physical assault against an adult</p> <p>Verbal abuse / threatening behaviour against a pupil</p> <p>Verbal abuse / threatening behaviour against an adult</p> <p>Bullying</p>	<p>Complete appropriate reflection sheet as soon as the child is regulated</p> <p>Redress any mess / damage or wrong doing incurred</p> <p>Spend time in reflection space outside SLT Office if appropriate</p> <p>Parents always informed through reflection sheet and verbally by staff. Often, parents will be requested to come into school to discuss red behaviour</p> <p>Repeated red behaviours will result in a Positive Support Plan and possible internal or external suspensions (as below)</p>

	Racist abuse Damage Sexual misconduct Theft Persistent disruptive behaviour Bringing illegal items/substances to school	
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Fixed-term suspension and Permanent Exclusion

We are an inclusive school and work hard to develop strategies to include all children. However, red behaviour may result in either internal suspension, or in extreme cases, fixed term external suspensions. This is necessary to maintain the health and safety of all our community. Suspension and permanent exclusion will be at the discretion of the Headteacher and SLT and will be in response to extreme or serious incidents.