



Relationships for Learning, Wellbeing and Behaviour at St Francis



VISION: to get it right for everyone



This framework is our commitment to understanding and supporting all children as they learn and grow at St Francis. Building and nurturing positive relationships is key to the development of our children in our learning and faith community.

PURPOSE OF THE POLICY

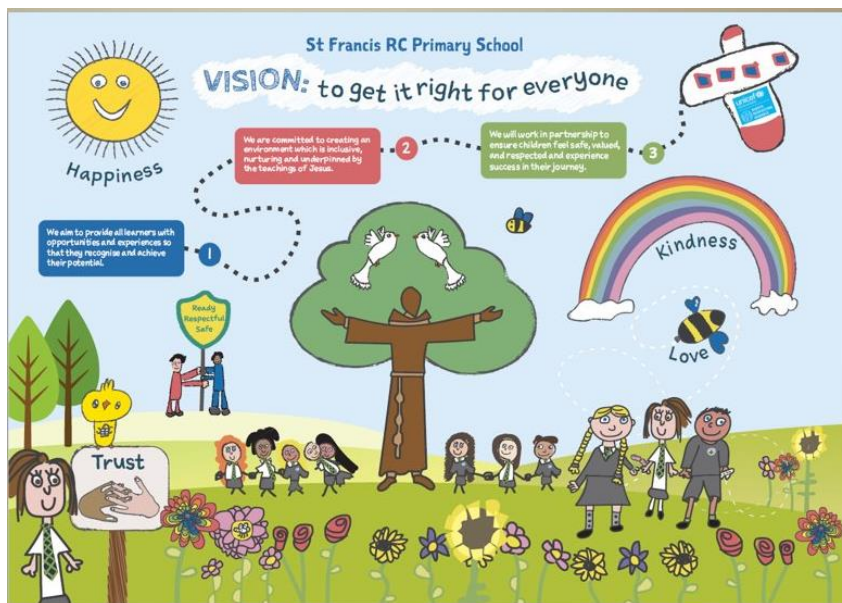
In St Francis we are committed to providing a consistent and calm approach to promoting positive behaviour within a climate of mutual respect and trust.

We are proud of our welcoming and inclusive community where our children enjoy a safe, structured and happy environment to grow and learn in

We aim to provide a calm, nurturing and caring environment which supports our children both emotionally and academically, giving them the best possible chance of success, opportunities to flourish and to feel valued in all that they do

This policy is based on the Charter for Catholic Schools and UNCRC where our children's rights and formation of the whole person are at the heart of our school community.

Our Vision Values and Aims are interlinked with the principles and Articles of the UNCRC:



- Wellbeing, positive relationships and an inclusive ethos and culture are the foundation for learning **(Article 2, 3, 6, 23 and 31)**.
- Children have a right to education **(Article 28)**.
- Children have the right to get the support they need to benefit fully from their education and fulfil their potential **(Article 29)**.

In St Francis, we will:

- Provide clear and consistent approaches to support the development of positive relationships, based upon nurture principles, restorative, and trauma informed practice, for everyone at St Francis
- Ensure every adult models positive interaction with all children.



- Use agreed scripts consistently Appendix 1 (to be added)
- Ensure our St Francis values underpin our ethos and children are ready, safe, and respectful in school.
- Support children to learn strategies to manage their strong feelings and build positive relationships with others.
- Ensure flexibility in supporting behaviours that may be the result of Adverse Childhood Experiences and/or additional support needs.
- Provide a safe, respectful, inclusive school ethos and environment where learning opportunities are maximised.
- Celebrate the successes and achievements of our children.
- Consistently refer to our behaviour support pathway.
- Helping hand visual should be used to seek assistance if issue not resolved by lead adult. (to be discussed/arranged)
- Use visuals to support our pupils.
- Create a symbol friendly environment for learning.
- Ensure practice is fluid and responsive to the needs of the child.

POSITIVE REINFORCEMENT-

Positive Reinforcement Strategies	
Positive note to home	For children who go 'over and above' any member of staff can give this recognition.
Seesaw	Teachers and parents/ carers can share children's successes through Seesaw.
Star Student awards	St Francis certificates are given out weekly. 15 mins play in gym after assembly
VIP Breakfast	Every Fri morning and related to a school value
House Points	Awarded daily for following rules, our values
Values in action in each corridor	To be developed across term 4
End of year awards	Appropriate teachers choose awards

BEHAVIOUR & RELATIONSHIP SUPPORT PATHWAYS

1.	Reminder	Verbal – short- refer to our rules, values and expectations
2.	Redirection	Offer support, a solution – discuss together
3.	Thinking space	Quiet space in class, a timer, calm area
4.	Restorative conversation	Fix it folder or reflection sheet Age, stage and needs based – appropriate for child
5.	Helping Hand	Call upon support staff on your level
6.	SLT hand	If all strategies to support, soothe and restore have been used.
7.	Sharing your day with home	SLT to share



Behaviour type	Logical Consequences
Not taking care of school property	Removal of property (if appropriate) Help repair resources, if possible Tidy space Inform parents, if necessary Restorative conversation
Refusal to complete learning tasks Wasting learning time Rushing through learning jobs	Complete during playtime/ at home Work out time wasted Remind pupil of best version
Disrespectful behaviour	Restorative conversation linked to VVA. Reflection time. (behaviour reflection sheet) Depends on nature – logic of consequence appropriate to behaviour choice
Negative choices in the lines	Reminder – smart transitions Back of line Repeat how to do smart transition
Unsafe choices in corridors	Fix area Remind of wonderful walking
Not showing kindness	Restorative conversation Depends on situation/age/stage appropriate



**Charter for
Catholic Schools
in Scotland**

