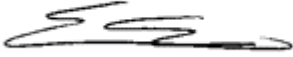




St. Helen's Catholic Primary School

RIGHTS & RESPONSIBILITIES POLICY

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Approved by Local Governing Committee and signed by Elsa Corr, Chair of Governors	
Date	
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POLICY FOR RIGHTS & RESPONSIBILITIES

Our Mission

Respect yourself.

Respect everyone in our school community.

Respect everyone in our local community.

Respect everyone in our global community.

But most of all, respect God our Father in Heaven.

Aims of the policy

This policy aims:

- To support our pupils in developing strategies for regulating their emotional responses
- To help our pupils develop into caring and thoughtful people who respect and value the feelings, opinions, beliefs and property of others
- To help our pupils develop a vocabulary around self-expression
- To set out the language that the school community will use regarding pupils' emotional responses and reactions
- To help our pupils feel good about themselves and others
- To develop a consistent and fair approach to reaction and response management
- To encourage staff, pupils and home settings to value good regulation
- To encourage pupils to cooperate with one another and with adults
- To ensure that staff create a positive and stimulating learning environment, having high expectations of our work
- To work alongside home settings and to encourage our young people to develop spiritually, morally, socially, personally and academically in preparation for a positive role in society

This policy should be read in conjunction with the Learning About Me Policy, Impact & Consequences (Exclusions) Policy, Critical Incident Policy, Use of Physical Intervention Policy, Anti-Bullying Policy and Child Protection Policy.

This policy recognises that every member of the school community has

- **the right to feel safe** – *which means emotional and psychological safety, as well as physical safety*
- **the right to learn without undue distraction and disruption** – *which means that staff must be able to lead, guide and encourage our pupils in their responsibilities*
- **the right to respect and fair treatment** – *which includes the way all adults, as teachers, model courtesy, respect and fair treatment*
- **a responsibility to respect boundaries and expectations** – *which means consistency within relationships and taking accountability when things go wrong*
- **a responsibility to demonstrate respect for each other** – *which means encouraging use of positive language at all levels*
- **a responsibility to trust each other to keep each other safe** – *which means allowing all members to execute their role in maintaining boundaries and expectations*

The Core Values

The Core Values of St Helen's Catholic Primary School and the supporting framework underpins all aspects of life here. We believe that if pupils can live out the values they will grow and mature into responsible young people, confidently able to manage their thoughts and feelings and have a strong awareness of how their actions impact on others.

The Core Values are derived from the Sermon on the Mount (Matthew 5) and have been developed by the staff to support pupils' spiritual and personal development. The values have been chosen especially to reflect the school's mission statement which is founded on RESPECT.

Above all, the values are deeply rooted in the seven principles of Catholic Social Teaching:

- **Dignity of the Human Person** – *God made each person, so every life is important and should be protected*
- **Family & Community** – *God made us to be part of communities, families and countries, so all people can share and help each other*
- **Rights & Responsibilities** – *God wants us to help make sure everyone is safe and healthy and can have a good life*
- **Option for the Poor & Vulnerable** – *God wants us to help people who are poor, who don't have enough food, a safe place to live, or a community*
- **Dignity of Work** – *Work is important in God's plan for adults and their families, so jobs and pay should be fair*
- **The Common Good** – *God made everyone, so we are all part of God's family wherever we live*
- **Stewardship** – *The world was made by God, so we take care of all creation*

All members of the school community, including staff, governors and families, are expected to be role models for the Core Values, which are described below. We recognise that the language contained within the framework is challenging. Staff will work with pupils on their understanding of the vocabulary and the concepts it underpins through PSHE lessons, assemblies and opportunities that arise for personal development. The framework will be adapted for younger pupils and those who may find the language inaccessible. The full framework can be found in Appendix 1.

Resilience

*Key Concepts – *Resourceful *Persistent *Adaptable **

When we are resilient, we understand there are different ways to solve a problem, we are independent in our choices and we seek to promote independence in others. We understand the importance of not giving up and we are unafraid to make mistakes. In fact, we accept that mistakes are a valuable part of learning and that it's important to try new things. We demonstrate a "can do" attitude when faced with a challenge.

Empathy

*Key Concepts – *Accepting *Understanding *Compassionate**

When we have empathy, we allow others to join in shared activities and discussions. We actively include and invite others to join in those activities and discussions and we encourage others to be inclusive and engage with others beyond their immediate friendship group. We are aware of different points of views and differences. We listen to, take an interest in and consider different points of view and understand how differences can impact a situation. We encourage and offer support to others facing challenges and we make choices, adjusting our approach to accommodate others' needs.

Service

*Key Concepts – *Courteous *Generous *Team-oriented **

When we act out of service to others, we are polite and well-mannered. We understand why courtesy is important at all levels. We are consistently polite without being prompted and we encourage others to have good manners. We understand how to share and we share happily without prompting. We show care for others by freely sharing time, resources, skills and talents. We go the extra mile when need arises. We are there for others and we play our part in a team, supporting and encouraging. We understand the importance of helping others and team work. We notice

opportunities to lend a helping hand. We enjoy being part of a team and consistently look out for others, both within school and beyond.

Patience

*Key Concepts - *Fair *Calm *Slow to anger **

When we are patient, we are able to wait our turn. We understand that fairness looks different in different situations and we are able to help others negotiate outcomes appropriately. We demonstrate calmness for increasing periods throughout the day. We are able to regulate our own emotions in a range of situations and we can help others to do the same. We think before we react and are able to react appropriately. We are able to show that we can see a number of points of view and we encourage others to do the same.

Enjoyment

*Key Concepts - *Passionate *Curious *Participates freely **

When we enjoy ourselves, we demonstrate that we love what we are doing and we show enthusiasm both in and out of school. We are proud of our achievements. We have a cheerful outlook and share this with others, actively encouraging them to pursue their passion. We actively promote the activities we enjoy and encourage others to participate. We show enjoyment of learning new skills and ask questions to deepen our understanding. We strive to find out more by using a range of research methods. We actively share our new learning and are an inspiration to others. We demonstrate genuine commitment and are excited to get started. We pursue our hobbies and interests consistently over time. We are happy to lead groups and participate in activities at a more senior level.

Courage

*Key Concepts - *Embraces change *Independent *Self-reflective **

When we show courage, we are unafraid to try new things and we encourage others to take part in new experiences. We are keen to participate in unfamiliar situations and we suggest new ideas and ways of doing things, persuading others to come on the journey. We are willing to take a stand on our own principles, even in the face of resistance. We stand up for the school's core values in the face of adversity and we make and carry through decisions, even if they are unpopular, difficult or controversial. We are unafraid to take accountability when things go wrong. We are honest and take steps towards putting things right. We reflect freely on our actions, honestly and independently and we try to make amends without having to be asked.

Trustworthiness

*Key Concepts - *Reliable *Honest *Shows integrity **

When we are trustworthy, we can be relied upon to carry out a task without being prompted or reminded. We can identify a situation where others may need help and support and we readily step in. Other people turn to us for help and support. We can be relied upon to give a truthful account in a challenging situation and we understand the importance of honesty. We encourage others to be honest and truthful and own up if they have made a mistake. We uphold spiritual and moral values and we are unafraid to hold others to account for the school's core values. We will always do the right thing, even when no one is looking and we consistently treat others as we would want to be treated ourselves.

Fundamental Principles of the Policy

At St Helen's, we recognise that traditional models of discipline have the potential to leave our pupils, feeling hurt, angry and misunderstood. We believe that a different approach to promoting good emotional regulation is required in order to provide our pupils with a strong sense of self and the ability to choose from a range of strategies to help them manage their actions and reactions.

1 Be Kind. Always.

Our default position is kindness and understanding, rather than judgment and condemnation. No one can be fully aware of what any person has experienced prior to coming into school on any given day and, in line with the core values, it is crucial to be understanding when a pupil is struggling to communicate. At the point of struggle, we, as

staff and as responsible adults in our pupils' lives, have a duty of care to model language and coping strategies that will be helpful to them in developing autonomy in emotional regulation.

2 Understanding the Stress Response

The school recognises that there are a number of factors that influence our pupils' responses and reactions when under pressure or in a stressful situation. This is often referred to as the "fight or flight" response and can present in several ways:

- Physical aggression (fight)
- Absconding (flight)
- Inability to act (freeze)
- Loss of consciousness (faint)
- Lustfulness ('filthy' language or gestures)
- Hunger (feed)
- Incontinence (faeces)

Most people will have a default response in a stressful situation and over time and with maturity will have developed coping strategies which enable a response that is relative to the size of the problem. This happens in a number of ways, for example, recognition and incentive programmes at school or home that lead to the development of intrinsic motivation over time so the need for extrinsic "treats" is reduced.

The vast majority of neurotypical people will have learnt how to adapt and modify their responses before the age of seven. St Helen's recognises, however, that our pupils are neurologically diverse and for many reasons some may miss the opportunity and/or lack the guidance and support necessary to help them better manage their emotional impulses. Addressing these challenges forms a significant part of the work that we do at school to support a pupil's personal development.

Some pupils, especially those with special educational needs or disabilities, may respond to anxiety factors in "unhelpful or harmful" ways. How an identified pupil is likely to respond to anxiety factors is outlined in their Consistent Support Plan, which ensures that all adults who may work alongside that pupil is fully aware of how they should respond to that pupil in a given situation. All members of staff should be familiar with these anxiety factors and plans should be put into place at the earliest opportunity to support the pupil with and help them develop management and coping strategies.

3 Operational Language

St Helen's recognises that the vocabulary and language used when encouraging pupils to exercise their rights and responsibilities must be carefully selected, as certain words can be detrimental and even inflammatory. It is important to bear in mind that when pupils overlook the rights of others and forget their own responsibilities, it is a moment in time and opportunities to wipe the slate clean and make amends should be readily presented.

Our training in Therapeutic Thinking helps us recognise that such moments do not characterise a child, so words such as "badly behaved" or "naughty" are actively discouraged in favour of more neutral, non-judgmental language such as "struggling" or "feeling fizzy." We talk about feelings as "helpful or unhelpful," our actions as "valued or detrimental" and experiences as "positive/healthy or negative/harmful." We use words such as "boundaries" and "expectations" instead of "rules;" we talk about "recognition" and "incentives" instead of "rewards" and we refer to "impact" and "consequences" rather than "sanctions" and "punishments."

We recognise that the way pupils react and respond in a given situation is a means of communication and that sometimes, rather than "discipline" or "reprimand" them in those moments of crisis, anxiety or panic, it is important to ask them if they are ok and subsequently implement more therapeutic actions accordingly. Identified pupils will have "scripts" written into their Consistent Support Plans (see the Use of Physical Intervention Policy) and it is essential that staff follow these as required in order to minimise stress for the pupil.

Often, when a pupil's emotional response is escalating in a moment of crisis, it is better to remain silent and present and wait for the pupil to calm down before attempting to engage them in talk. During escalation and at the peak of the crisis, it is of the utmost importance to avoid "lecturing" a pupil and highlighting how their reactions are impacting on you. This will only serve to intensify the pupil's anxiety and stress. These are restorative conversations

that will be had at a time when the pupil is receptive to the message and can identify for themselves what went wrong, how it can be put right and how we can make amends.

Questioning is a helpful strategy to use once the stress response is triggered. When pupils are questioned, information is directed through parts of the brain that necessarily have to process and require pupils therefore to engage in thinking. For example, using questions such as, "What words can you give me to explain how you feel?" or "How do you think we can solve this problem differently?" or "How is this going to help you?" is far more effective and offers a richer experience than telling a pupil, "Don't do that," or "Stop it!"

Questioning promotes enquiry and thinking skills. It is vital that good questioning is modelled by staff as, over time, these skills become internalised and pupils will begin to pose their own questions and learning about their emotional regulation becomes more meaningful. Staff are trained to use a variety of questioning techniques and this forms the central tool for learning across the school.

Where staff feel that questioning may not be an appropriate strategy in the given moment, instead of asking a direct question, staff might say, "I wonder if there is a different way of doing this," or "I imagine there are lots of words going through your head right now." This is a means of reframing the question that will validate the pupil's feelings and engage them in proactive thought, helping them to apply the brakes, as it were.

4 Expectations

At St Helen's, in line with the Core Values, we expect all interactions between pupils and staff alike to be rooted in empathy and patience. This means that when we express our feelings, we should do it in a way that is not to the detriment of ourselves or others. For example, it is important to remember that "banter" or "teasing" can quickly get out of hand when boundaries are crossed and can be perceived as offensive, even abusive, in some instances.

We believe that every feeling is important. Feelings should be acknowledged and the opinions behind them voiced and heard. It can be constructive to show anger, for example, when an injustice is witnessed and it can be therapeutically healthy to shout or scream.

We believe that every member of the school community, pupils and staff alike, has the RIGHT to express their feelings and opinions in a way that can be understood without detriment to others and that every member of the school community, pupils and staff alike, has a RESPONSIBILITY to listen to the feelings and opinions of others and support them in developing strategies for communication.

Our scriptural inspiration for this comes from the First Letter of St James:
"Everyone should be quick to listen, slow to speak and slow to become angry."

Expectations of staff

In order to promote interactions that reflect our Core Values, it is expected that there will be:

- Effective presence/supervision/time keeping by all staff
- Consistent modelling of values
- Consistent support of school policy
- Supportive yet firm approach/style
- Focused attention
- Realistic expectations
- Effective use of short-term targets
- Effective match of curriculum to the individual
- Effective use of attitudes, language and recognition in the moment that align with the Core Values
- Team responsibility
- Good organisation of space/resources/timetable
- Forms of communication that align with the Core Values – verbal and non-verbal including signs/symbols

Self-awareness

At St Helen's, we believe that knowing how your own reaction affects that of others is a vital component of managing detrimental or harmful responses. What someone says or does in response to a pupil affects whether their crisis escalates or stops. When staff are aware of this factor, and when they are equipped and empowered with other effective and respectful management strategies, they are better able to de-escalate difficult and dangerous stress responses and help pupils regain composure and make choices that are in line with the school's core values.

Rational detachment

We recognise that when staff are rationally detached, they hold the pupils' feelings more solidly by not taking offensive or abusive comments or actions personally. Without this key ability, team members may react instinctively or defensively, which will only serve to escalate a situation. Equipped with this skill, staff are better able to defuse detrimental or harmful responses.

Focused attention

We understand that when a pupil feels ignored, marginalised or not listened to, they often give a challenging response. An effective way to counter such anxiety is to validate their feelings. Staff should pay close attention to what they say and give the pupil plenty of personal space. They should use facial expressions and body language to show that they are listening. In this way, staff can demonstrate that the reasons for being stressed or anxious are understood and this provides a stable foundation from which the pupil can begin to regain composure.

Change of face

We believe that being a professional means that it is important for staff to recognise when it is time to step back during a moment where a pupil is overwhelmed. Staff operate as a team and support and backup is crucial in order to continue responding appropriately to the pupil.

Staff should keep in mind that sometimes the best decision is to recognise that they have exhausted their 'toolkit' and that requesting a 'change of face' is the next course of action. This should be seen as proactive management of the situation rather than "accepting defeat." It is important for staff, especially those new to the team, to recognise the limits within such moments as these and understand that remaining in situ once energy is depleted may be more harmful than beneficial. We recognise that no one person has all the solutions and that withdrawing from a situation is a reflection of evaluation and analysis, resulting in a clear decision that is in the pupil's best interests.

Debrief

We believe that talking about moments that are difficult to manage as a team can help relieve the stress and anxiety that arises as a result. It is also important to consider what was done well and how to respond better the next time a situation occurs. Details of the evaluation and reflection from the debrief should be recorded in full on CPOMS by a senior member of staff and policies and practices reviewed in light of actions taken.

Expectations of pupils

In order to develop interactions that are consistent with the school's Core Values, it is expected that there will be:

- Consistent effort in upholding the values
- Consistent support of and effort in meeting school expectations
- Effort in responding to support, guidance and advice from staff
- Focused attention
- Consistent effort in engaging with curriculum activities
- Consistent effort in reaching short-term targets
- Use of attitudes, language and recognition in the moment that align with the Core Values
- Team responsibility
- Good use of space/resources/timetable
- Forms of communication – verbal and non-verbal including signs/symbols – that are in line with the Core Values

Recognition of Independence

It is important that pupils are made aware when they are successful in demonstrating the Core Values, and where appropriate, managing their own responses and reactions. For those pupils who struggle a little more than others, their efforts to try to implement strategies that are being developed with them, whatever the degree of success achieved in the implementation, should be recognised. In the process of acquiring self-regulation techniques, all pupils will make mistakes but the effort they are investing in trying to improve must be acknowledged as a priority. Conversations around what could be done better will be had as part of follow-up work through, for example, PSHE lessons, Circle Time or targeted interventions.

Principles of Recognition

For the individual

Verbal Praise and Encouragement

This is the starting point for building a child's self-esteem. It is important to bear in mind that some pupils dislike public recognition. This may be in front of their class or even the whole school. However, receiving praise in public helps develop self-esteem and also provides good role models and life examples for other pupils in terms of the school's Core Values.

It is important to recognise a pupil's success in the moment so encouraging them with comments such as "I can see you've worked really hard on that today. Well done!" or "Well done! Your effort with this has really paid off," is a key tool. It is important that the students have a clear understanding of what their successes look like so that they can build a picture of their strengths, which will foster confidence.

Stickers

Many staff use stickers alongside house points when pupils have completed their work to a high standard. The stickers may be put into a child's book or on their jumper. When an adult considers a pupil's work to be "outstanding," they may send the pupil to the Head Teacher who will also recognise that extra effort with a sticker.

Values Badges

Since the Core Values underpin all aspects of life at St Helen's, it is important to recognise when pupils are developing them, embedding them and living them out. Each week in Celebration Assembly, staff in each class, the Inclusion Team and the Midday Team will nominate a pupil from that class to receive a Values Badge. That pupil will have demonstrated an aspect of one of the Core Values at some point during that week that the staff in that class feel is deserving of recognition. Pupils may wear their badges on their tie. Senior Leaders will also present a badge to a pupil who has demonstrated an aspect of the Core Values to an exemplary standard.

From time to time, a pupil will demonstrate all the Values in one deed. On this occasion, that pupil may be nominated for a Respect Badge which embodies all the Values in one and be presented with a special St Helen's Cross badge.

For collectives

At St Helen's, we recognise that "rewards" can be more of a hindrance than a help and at their worst, may be a "bribe" under a different name. Research has shown that there are a number of detrimental effects of using extrinsic reward systems in educational settings, including demotivating students when "rewards" are removed and fostering a culture of "what's in it for me?" Using incentives in this way, for example, sticker charts, is discouraged.

However, we also recognise that in the wider world, especially in the world of work, commitment, effort and making an active contribution to an organisation will result in promotions and pay awards. It is highly unlikely that a person will go to work for nothing and be satisfied with a certificate every now and again that says they are doing a good job. Performance Management and appraisal are an integral part of most workplaces in the 21st century so we would be selling our pupils short if we did not prepare them for this aspect of employment.

The Values Framework has therefore been designed to break down the school's Core Values into a set of personal attributes and attitudes on a progressive scale and forms part of a process of self-reflection for pupils and part of the Appraisal Process for staff. Its purpose is to provide a framework for self-improvement against which all members of the school community are held accountable.

Consequently, at St. Helen's, we believe that incentives work best when there is a benefit for a whole team rather than an individual. Working collectively towards a common goal supports and develops team spirit and the achievement of the goal can be shared by everyone. And of course a little bit of friendly competition raises the bar for everyone! An example of how we do this would be...

House Points

All the pupils are assigned to one of our four houses upon their enrolment into the school. These houses are named after the four patron saints of Great Britain and Northern Ireland. The children will remain in those houses for the duration of their time with us and younger siblings will be assigned to the same house as older brothers and sisters.

Staff award house points for effort and achievement at all levels. Tallies of house points are kept within each class and the totals collected weekly by the Year 6 House Captains. These are celebrated in Celebration Assembly on a Friday morning and the winning house in that week receives 15 minutes extra play time straight after the assembly.

Pasta Jar

Each class will have a "pasta jar" into which class teachers or adults working with that particular class will place "a handful of pasta" when the whole class has achieved something together. This could be something as simple as the whole class walking down the stairs quietly and on the left or the whole class working in line with an adult's expectations in a given lesson. Pasta can never be removed from the jar. Once the jar is full, the members of the class have the opportunity to vote for a "treat," which may be, for example, visiting a local park or bringing in electronic devices to play games with their friends. The jar is then emptied and the class begins again working towards their next "pasta treat."

Roles & Responsibilities

A pupil's efforts in developing the Core Values at all levels are also recognised in assigning roles and responsibilities to individuals across the school.

Each class in the school will have a number of "representatives." These are Liturgy Leaders, School Councillors, Eco Warriors and Science Ambassadors, who participate in committee meetings and other decision-making capacities to improve the life of the school.

When pupils reach Year 6, they are expected to undertake further responsibility in order to prepare them for the next stages of their education.

Two Head Pupils and two Deputy Head Pupils are elected each year by the pupils. They must apply for the roles and make a speech before their peers to explain why they feel they are the best candidate for the job.

Following on from the election, House Captains, Sports Captains and Class Mentors are appointed by the Year 6 staff. As well as the usual representative roles, Year 6 will also have Reading Ambassadors, ICT Ambassadors and Music Ambassadors.

Principles of upholding the rights of others

Negotiation

For some pupils, especially the younger ones and some with special educational needs, instant gratification is a common need so there are inevitably occasions when situations have to be negotiated in order to achieve the best possible outcomes for all parties concerned.

A central strategy that we use to this effect is “first” and “then.” This provides a structure in which a pupil’s needs can be met but in which they are also enabled to meet class and school expectations. Using this strategy also renders the word “no” ineffective, as pupils are able to have their needs met without confrontation, all the while developing resilience and understanding that sometimes they may have to wait for something they want and that instant gratification is not always an option.

Impact & Consequences

In order to better manage their stress responses, it is absolutely vital that all pupils are aware of the impact of their actions on others and the consequences of those.

Impact

All staff but especially the Inclusion Team, will work on “impact” through a number of different strategies, for example, using activities from the Zones of Regulation. Talking through how our actions impact on others is very useful in raising a pupil’s awareness of their place in the class and school community and recognising that often the reason they invite hostility from others is because they have acted in a way that is upsetting, abusive or offensive to other pupils and staff.

Staff will work constantly with pupils across all areas of the curriculum to develop and strengthen their understanding of the potential constructive impact of their actions, for example, using their frustration to effect change through debate and dialogue where they feel that they have been treated unfairly or unjustly.

Consequences

Where a pupil’s action results in abuse or damage of some description, of course there must be consequences. Our pupils demand a fair process from us as staff, as this is fundamental to their feelings of security: they need to be able to trust us to keep them safe and treat them fairly.

Consequences will depend on whether a response or reaction from a pupil in a given situation are “low level,” “challenging” or “dangerous.”

Consequences for low level actions disrupting the learning of others

Verbal Reminders

Pupils will always be reminded verbally when their actions are inconsistent with the Core Values and where they are ignoring the rights of others.

Loss of privilege

Where verbal reminders prove ineffective, staff may choose to impose some form of loss of privilege. More often than not, this involves missing a playtime or lunch time.

Consequences for challenging actions

Where the warning system above proves ineffective and pupils begin to find it “challenging” to manage their responses and reactions, but they pose no risk to themselves or others, it is likely they will need some kind of intervention or support from an adult. Staff may decide that time to calm down beyond the classroom and some personal space is appropriate and they may call for assistance from the Inclusion Team who will have a range of strategies to support pupils in this situation.

Consequences for dangerous actions

Where a pupil begins to lose control and their safety or the safety of others is at risk, both physical and emotional, the consequences will depend on the context and be determined using a range of factors on a case by case basis. The intervention of the Head Teacher or member of senior leadership is likely.

We believe that every member of the school community, students and staff alike, has the RIGHT to feel safe whilst in our care and that every member of the school community, students and staff alike, has a RESPONSIBILITY to ensure that that right is protected.

Consequences for use of racially motivated language

Abusive language of any kind is unacceptable but when it comes to racially motivated comments or language, the school operates **a zero tolerance policy**.

Children who are found to have used racist language of any description may be withdrawn from lessons for a period of time with the Headteacher or Deputy Headteacher to reflect on their actions. Where the incident is considered serious enough, it may result in an exclusion. In either case, the child's home setting will be informed and it is expected that it will not be repeated.

Protective consequences

This may be more directed short term "time out" for a student under the guidance and supervision of the Head Teacher or member of senior leadership or management. It is a short-term change in provision – usually no more than an hour or two – for no other reason than safety while learning is done around the situation that resulted in a stress response. This may be, for example, working in a designated space other than the classroom, having a conversation with the Head Teacher or member of SLT/SMT around what has happened. It will always result in reparation and reconciliation with other parties involved, as this is crucial in encouraging pupils to take responsibility for their actions. The duration of the protective measures will be the minimum necessary for safety reasons and to enable the pupil to reflect adequately on their actions. It should not impact on the learning provision if at all possible. Any protective consequence and the reasons for it will always be communicated to families as soon as possible.

Educational consequences

This is a planned intervention or programme designed to understand the stress response (triggers, unconscious motivation, group dynamics, previous experience, learnt responses, etc) the purpose being to reduce risk, provide management strategies and challenge unhelpful thinking. This may be, for example, a targeted smart thinking activity, a therapeutic intervention, modelling and rehearsing strategies or a meeting with home settings. Any change in strategies, or provision as a result should be updated in the Consistent Support Plan where appropriate and shared with key staff. This could be anything from an informal conversation on the way to class in the morning to a longer-term structured change in provision, the aim being to eliminate or reduce the need for a protective consequence.

Further information on consequences can be found in the Impact & Consequences Policy

Football licences

One of the most common flashpoints for responses and reactions that are inconsistent with the school's Core Values is on the football field at break and lunchtimes.

All children must hold a football licence to ensure that these issues are managed and that football is a fun activity for all involved.

To obtain a licence, pupils are required to attend an after-school workshop with a parent or responsible adult from the home setting. During the workshop, members of school staff will discuss the Football Association Respect Code of Conduct with particular emphasis on Law 12 and the responsibilities of all participating stakeholders including players, coaches, referees, lines people and spectators. Once all aspects have been discussed, pupils and their responsible adult will be required to sign a contract committing to uphold the Respect Code of Conduct. Pupils will then receive a handstamp before they go out to play to show that they are authorised to play football during lunch and break times.

Where pupils fall foul of the Code, their licence will be withheld (meaning that they cannot play football) for one lunchtime.

Where pupils fall foul of the Code for a second time, their licence will be withheld for a week.

Where pupils fall foul of the Code for a third time, their licence will be withdrawn completely until such times as they have attended another workshop session with a responsible adult.

Workshops are held half termly and will always be after school.

Mobile Phones (Years 5 and 6 Only)

Pupils in Years 5 and 6 may bring a mobile phone to school where families feel it is necessary for safeguarding purposes, particularly to support safe travel to and from school and to enable location tracking on the journey. Upon arrival at school, all mobile phones must be handed to the class teacher and will be stored securely in a locked box within a locked cupboard throughout the school day. Phones must remain switched off and must not be accessed during school hours. At the end of the school day, mobile phones will be returned to pupils by the class teacher. Failure to follow these expectations may result in the phone being retained for collection by a parent or carer.

How this policy is shared

Following ratification by the Local Governing Committee, this policy will be published on the school's website and circulated via email to all families where amendments are made in-year.

It will be shared with all families as soon as a child is enrolled at the school. Further information can also be found in our Impact and Consequences Policy and Use of Physical Intervention Policy

Equal Opportunities

All members of the St. Helen's school community should have the same expectations for their responses and reactions, whilst considering the needs of individuals. The system is there to support the whole community and ensure clear boundaries are established that benefit everyone.

Support for Emotional Wellbeing

At St Helen's, it is of the utmost importance to us that communication between school and home is effective and supportive. This is undertaken by all staff with all taking responsibility for:

- Regular liaison with members of home settings
- Working in partnership with other agencies
- Supporting students with emotional regulation
- Supporting students one-to-one with home/school issues

Contribution of home settings

Home settings play a crucial role in shaping the attitudes which produce responses and reactions that are consistent with the school's Core Values. Home settings are the front line in providing their children with firm guidance and strong role models for spiritual and moral values, through their own attitudes and use of language. At St. Helen's, we acknowledge that for one reason or another some home settings may have reduced capacity to do this effectively. Therefore, our staff will work with them to develop appropriate and effective strategies.

The school recognises its duty to accept responsibility for the care and welfare of pupils during the school day.

Home settings can expect:

- Their children to be in a safe environment
- That their child will be treated in a manner that reflects this policy
- To be informed first of the significant problem or difficulties that may be affecting their child
- To be informed of instances where their child's efforts in self-regulating has deserved congratulations, where the child has been experiencing difficulties with self-regulation

School can expect home settings:

- To trust and respect the work of the staff on behalf of their children

- To support the school in enabling children to develop and progress
- To support and encourage their child to make a constructive contribution to the life of the school
- To be informed when physical intervention has had to be used for their child in line with policy and consulted when an emotional reaction or response highlights the need for a consistent support plan

Involvement of home settings

Home settings will be asked to support this policy by:

- Engaging in relevant meetings throughout the year
- Communicating with staff appropriately via email, text or calls.

Dealing with a Critical Incident

If a pupil's stress responses continually disrupt their own and other pupils' learning or give rise to difficult and/or dangerous actions and reactions, which place themselves or others at risk of injury or harm or are likely to cause damage to property, staff will refer to the Critical Incident Policy.

We understand that when serious breaches of discipline occur, home settings will want to know as soon as possible how things are being addressed. We ask families to bear in mind that incidents take time to investigate and that advice may be sought from external agencies or partners to inform decisions around safeguarding. Often we are dealing with more than one safeguarding issue at a time which may or may not relate to an incident of a serious breach of discipline. Where we are waiting for responses from other parties, it may take time to report back and we request up to five working days to collate all necessary information for parents. If you are worried at any point, please do not hesitate to contact the school and request updates in the meantime.

Suspensions and Permanent Exclusions

At St Helen's, we believe that exclusions of any kind, with the exception of racism, are ineffective and unproductive. Where pupils are failing to thrive, we will redesign their provision and offer other programmes which will more closely meet their needs at a given time. It is always the aim of the school to ensure that pupils spend as much time in their class as possible with their friends and staff. More information is available in our Impact & Consequences Policy.

Monitoring & Evaluation

This policy will be monitored regularly by the Head Teacher and senior leaders and evaluated at least annually.

Appendix 1 – St Helen’s Values Framework

St Helen’s Values Framework 2026-2027

Value	Key Concept	My personal development	My relationships	My learning	Linked scripture
Resilience	• Resourceful	I accept that mistakes are a valuable part of learning and that it's important to try new things	I collaborate with others to find ways forward and resolve conflict	I make the most of the resources available to me to achieve next steps	<i>Joshua 1:9: "Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go"</i>
	• Persistent	I understand the importance of not giving up and to be unafraid of making mistakes	I work at my relationships with others by trying to find common ground and learn new things about my family and friends	I demonstrate a "can do" attitude when faced with a challenge	<i>2 Chronicles 15:7. 7 "But as for you, be strong and do not give up, for your work will be rewarded."</i>
	• Adaptable	I can regulate my responses to situations which don't go the way I expect	I understand compromise and I recognise that relationships require "give and take"	I adjust to new, changing and unexpected circumstances with increasing ease	<i>2 Corinthians 5:17 : "When we identify with Christ, we become a new creation and are no longer bound to the mistakes of the past."</i>
Empathy	• Accepting	I am inclusive and recognise that difference brings richness to the world around me	I actively include others and invite them to join in activities and I engage with people other than those in my immediate friendship group	I recognise that I am better at some things than others and I'm ok with that	<i>Luke 5 : 7-32 : Jesus call Levi, a tax collector and an outsider no body liked</i>
	• Understanding	I encourage and offer support to others facing challenges. I make choices and make reasonable adjustments to accommodate others' needs	I listen to, take an interest in and consider different points of view and how differences can impact a situation	I accept my strengths and work on areas I need to develop	<i>(1 Thessalonians 5:11) "Therefore encourage one another and build one another up, just as you are doing"</i>
	• Compassionate	I can understand how others may feel in a given situation and respond appropriately	I willingly offer a listening ear and recognise that others may need space from time to time	I celebrate the abilities and successes of others and support and encourage those who may be struggling	<i>John 13:34: "A new commandment I give you: Love one another. As I have loved you, so you must love one another."</i>
Service	• Courteous	I understand that respecting the rights and opinions of others strengthens communication and reduces conflict	I am respectful and show consideration for others at all times	I accept offers of help graciously and feedback with gratitude	<i>1 Peter 3:8 "Be like-minded, be sympathetic, love one another, be compassionate and humble."</i>
	• Generous	I understand the importance of giving and being unselfish	I show care for others by freely sharing my time, resources, skills and talents	I always go the extra mile when need arises	<i>Matthew 5 : 41 And if anyone wants you to go one mile with him, go with him two miles.</i>
	• Team-oriented	I understand the importance of teamwork and helping others.	I notice opportunities to lend a helping hand and I am there for others to support and encourage them	I enjoy working as part of a team or group and am able to take up any role that is required of me	<i>Mark 6:7-13 "And he called the twelve and began to send them out two by two."</i>
Patience	• Fair	I understand that fairness means that everyone's needs must be met in balanced way	I strive to make others feel heard, valued and supported while maintaining my own boundaries	I recognise that success comes from hard work and effort and sometimes I may have to work harder than others to achieve the same goals	<i>1 Corinthians 13 : 4 "Love is patient, love is kind."</i>
	• Calm	I understand that remaining calm enables me to better express my feelings and leads to clearer decision-making	I am able to help others regulate their emotions in a range of situations	I accept that I will sometimes make mistakes and I can regulate my disappointment and frustration	<i>Proverbs 14 : 29 "If you stay calm, you are wise."</i>
	• Slow to anger	I understand that if I think before I react, this will foster understanding and reduce conflict	I try to understand others' points of view and opinions before I offer my own without judgement or condemnation	I accept imperfections in my own and others' work without irritation	<i>James 1:19 "My dear brothers and sisters, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry."</i>
Enjoyment	• Passionate	I love what I do, am proud of my achievements and I demonstrate enthusiasm in or out of school	I inspire others with my enthusiasm and joy	I approach less interesting or daunting tasks with a cheerful outlook	<i>2 Timothy 4 : 7 "I have fought the good fight, I have finished the race, I have kept the faith."</i>

	• Curious	I understand the benefits of extending my learning and I am self-motivated to do this	I understand that being curious in my relationships leads to more meaningful conversations and connection	I strive to find out more using a range of research methods and I especially ask questions to deepen my understanding	<i>Psalms 19 : 31 "The heavens declare the glory of God, and the sky above proclaims his handiwork."</i>
	• Participates freely	I understand the importance of commitment and I am always excited to get started on new projects	I am happy to lead groups and participate at a wider or more senior level	I continue pursuing my learning in my own time outside of the classroom	<i>Proverbs 13 : 2 "A wise teacher makes learning a joy."</i>
Courage	• Embraces change	I understand that I will be scared of new experiences sometimes but I have a go anyway	I am not afraid to suggest new ideas or ways of doing something and I persuade others to take part	I tackle new learning with determination, even when I am uncertain or lack confidence	<i>Isaiah 43 : 19 "See, I am doing a new thing!"</i>
	• Independent	I am willing to take a stand and act on own my principles: I can make and carry through decisions even if they are unpopular, difficult or controversial	I stand up for the school's values, even in the face of resistance from others	I can stay on task even if others around me are engaging in distracting activities	<i>1 Corinthians 16:13 : "Stand true to what you believe. Be courageous. Be strong."</i>
	• Self-Reflective	I reflect freely on my actions, honestly and independently and I try to make amends without prompting	I acknowledge when something is my fault and I apologise. I forgive others when they have done something wrong.	I am honest and take accountability when things go wrong. I take positive steps to make improvements.	<i>Matthew 5 : 24 "Be reconciled to your brother."</i>
Trustworthiness	• Reliable	I understand that by being reliable I earn the trust and confidence of others	I am someone that others choose to go to for help or support	I can be relied upon to carry out a task without being reminded or prompted	<i>Galatians 6 : 9 "We should help people whenever we can."</i>
	• Honest	I am sincere and can be relied upon to give a truthful and accurate account in difficult situations	I am open and clear about my intentions, my actions and feelings but I voice these with sensitivity and understanding	I own my mistakes and never engage in deliberate deception to achieve academic advantage	<i>Proverbs 12:22: "The Lord delights in those who are truthful."</i>
	• Shows integrity	I am unafraid to take accountability when things go wrong and I uphold moral and spiritual values	I know the difference between telling tales and holding others to account for the core values	I will always do the right thing, even when no one is looking	<i>Matthew 7:12: "Treat others as you want them to treat you."</i>