Love God. Love your neighbour as yourself:
Be the Good Samaritan. Luke 10. 25-37

Governor Written Statement of Principles

At St Luke's, we are committed to an approach rooted in consistency, compassion and clarity. We believe behaviour is taught, not just managed. Our approach is proactive, relational, inclusive, and rooted in love. Through these principles, we seek to create a school where every child can thrive — emotionally, socially and spiritually.

Underlying our behaviour curriculum are the following core principles:

- PIP – *Praise in Public*
- RIP – *Redirect in Private (wherever reasonably possible)*
  These guiding actions support dignity, emotional safety, and positive relationships for all.
- Certainty in adult behaviour – Adults respond calmly, clearly and consistently.
- Relentless routines – Simple, practised routines provide structure and reduce anxiety.
- First attention for best conduct – We reinforce and reward positive behaviours first.
- Restorative approaches through conversation – We focus on repair and understanding, not blame.
- A trauma-informed approach – We respond to behaviour as a form of communication, especially for vulnerable pupils.
- The Zones of Regulation – We explicitly teach children to recognise and manage their emotions using the Zones framework, helping them to self-regulate and access learning.

Additional Principles

- All members of our community have the right to feel safe and be treated with respect and dignity.
- Our *St Luke's Way — Ready, Respectful, Safe, and Loving* — is the shared language for behaviour across the school.
- Behaviour expectations are clear, reasonable and consistently applied to promote wellbeing and learning.
- Positive reinforcement is prioritised over sanctions. Pupils are regularly recognised through systems like Dojos, certificates, Hot Chocolate Thursdays, and our Good Samaritan Award.
- Emotional regulation and social learning are embedded across our curriculum and school culture.
- Sanctions are proportionate and timely, and serious incidents are addressed through restorative follow-up and SLT involvement.
- We fulfil our legal duty to make reasonable adjustments for pupils with SEND, disabilities, or other specific needs. This ensures equitable access, inclusion, and participation for all pupils, staff, and visitors.
- Suspensions and/or Permanent exclusions are only used as a last resort and/or following serious breaches or risks to safety.
- Staff are trained in the use of appropriate behaviour strategies, including Team Teach, and follow DfE guidance on the use of reasonable force.
- Governors expect robust and confidential behaviour tracking systems (e.g. CPOMS) to be used to monitor, respond and plan effectively.
- Families are key partners in behaviour and wellbeing. We expect respectful communication and shared commitment to a calm and caring school community.