

Quarrels between children happen as a normal part of growing up and learning how to be a social being. When there are disputes between children we will always listen to both sides of the story and try to help children understand one another's point of view. We try to turn problem situations into opportunities to learn and think about better ways to deal with situations in the future.

At all times we will work towards making a happy and safe school where everyone has an equal opportunity to do well. We will not accept behaviour that causes anyone pain or unhappiness. We expect all adults in the school, parents and children to be partners in this aim. A consistent approach at home and at school will be much more successful.

If your child has a problem, please encourage him/her to tell his/her class teacher. Do not hesitate to speak to your child's teacher, or the Head Teacher, if a problem persists. The sooner we are made aware of problems, the sooner we can help to resolve them.



Hand in Hand

At St Luke's School we try to establish good relationships and behaviour within a secure caring environment. We aim to respect and understand every person in our school.

By talking and listening to each other, adults and children can know how others feel. In this way we can learn to understand and respect each other's beliefs, attitudes and culture.

We have a positive behaviour policy. This means we prefer to encourage good behaviour rather than criticise bad behaviour.

In this booklet we hope to show you what we mean. Please read it and tell us what you think about it.



Aims and Expectations

We aim that everyone will learn to:

- Take responsibility for their own behaviour, individually and in groups;
- Respect the rights of others to feel safe, be able to learn at school and to have their feelings, beliefs and opinions respected by others;
- Develop their self-esteem;
- Form successful working relationships.

Our rules enable us to:

- Be treated with courtesy and consideration;
- Contribute by setting a personal example;
- Give of our best work and behaviour;
- Give respect to others and receive it;
- Be cherished as an individual and have positive aspects of our personalities praised and developed;
- Make reasonable and achievable demands on others;
- Be treated with fairness and consistency of approach in all situations.

Each class has its own code of behaviour and we have common codes for communal areas. Pointing out unacceptable behaviour is often enough for children to agree to stop and not repeat such mistakes. If this is not sufficient, further sanctions are used.

Time-out is often used to give a child time to calm down away from the rest of his/her class and then return to try again.

Minor punishments include withdrawal of privileges or loss of playtime. During this time children are encouraged to think about what led up to their bad behaviour and how they might change this in the future. If another person has been hurt or upset we expect children to apologise.

More serious or persistent rule breaking also involves recording of the incident in an Incident Book. If a child's name appears three times in one term in the book, they will be subject to a temporary exclusion from school.

In extreme cases, where a child is a danger to himself/herself or is a danger to others, he/she may be physically restrained. This happens only on very rare occasions.

Persistent problems are dealt with in partnership with parents and an individual behaviour plan drawn up. Outside help may be sought from the Educational Psychologist or other agencies.

As a last resort, temporary or even permanent exclusion may be necessary. This is a rare and very serious step.

Ladder of Consequences

- Reminded of classroom rules
- Opportunity to refocus
- Follow up /Follow through
- Cool down – with timer
- Time out of playtime (children aware of sanction before it is imposed)
- Referral to Key Stage Co-ordinator
- Parents informed
- Referral to Deputy Head/ Inclusion Manager
- Referral to Head Teacher
- Exclusion

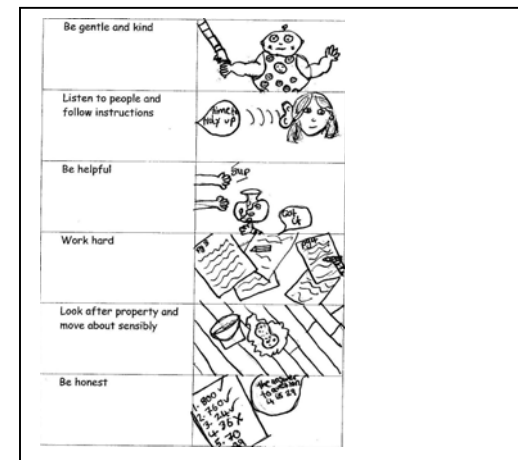
Recording of incidences

Serious incidents and minor incidents that keep being repeated are recorded in the incident file. Parents are informed by letter if their child is involved in an incident of this nature.

Our Rules

Do:

- Be gentle
- Listen to people
- Be kind and helpful
- Follow instructions
- Work hard
- Look after property
- Move about sensibly
- Be honest



Rewards

Good behaviour and attitudes are promoted through:

- Verbal praise from adults and other children;
- Stickers for effort and achievement;
- Whole class privileges;
- Sharing work / behaviour with another class or teacher;
- Sharing achievement with the Head Teacher;
- Gold Book assemblies.

We have identified the following behaviours as unacceptable in our school as they undermine the basic rights that are described in our aims:

- Threatening behaviour;
- Racial, sexist or homophobic harassment or any form of discrimination;
- Disregard of requests for co-operative or kind behaviour;
- Abusive language to, or about, children or adults;
- Violence and aggression;
- Unsafe or disruptive behaviours.