



## St. John Paul II Multi Academy

# Behaviour Principles Statement

Date of last review	13 July 2022	Review period	One year
Date of next review	July 2023	Owner	CSEL
Type of policy	New	Board approval	13 July 2022



## **Behaviour Principles Statement**

Under the Education and Inspections Act, 2006, and subsequent Scheme of Delegation the Board of Directors of St John Paul II Multi Academy is charged with the duty to set the framework of the schools' policies by providing a written statement of general principles relating to behaviour and discipline, considering the needs of all pupils and students. This statement will be reviewed annually.

### **Aims**

The purpose of this statement is to give guidance to the Principals/Executive Principals and governing bodies in drawing up schools' behaviour policies by stating the principles which Directors expect to be followed. Behaviour policies for all schools in the St John Paul II MAC can be found on the school websites.

The policy aims to underpin the Directors' duty of care to pupils, students and staff; promote teaching, learning and the highest standards of achievement and attainment.

### **Principles**

Our approach to behaviour management is:

- Firmly rooted in Gospel values and supports our mission to support all children in all schools
- Consistent with the teachings of the Catholic Church

We believe that effective behaviour management requires the following features including in behaviour policies:

- Clear expectations of the behaviours and attitudes required in our schools to ensure that everyone can enjoy a safe and secure learning environment in which children thrive and achieve success.
- A clear system of rewards for appropriate behaviour and sanctions for unacceptable behaviour. An expectation that staff address the behaviour not the student.
- A reasonable and proportionate escalation framework for issuing sanctions
- Clear communication to staff, parents and students at regular intervals during a school year
- How reasonable adjustments to policy and procedure can be made to meet the needs of children with SEND, including access to support and advice from relevant external agencies
- Information on how pupils who have difficulty with their behaviour are supported, including access to external behaviour support services

We believe that each member of our community should be treated with equal respect and given equal opportunities regardless of race, gender, identity, age, sexuality, religion or disability. Everyone has the right to feel secure and happy and share the responsibility to make sure that these are the experiences of all members of our community.