

JULY 2026

STCAT Behaviour Principles Written Statement

Approved By: TRUST BOARD

Policy Owner: Michelle Chappell

Next Review Date Due By: JULY 2028



St Thomas
Catholic Academies Trust

STCAT Behaviour Principles Written Statement

The Directors of St Thomas Catholic Academies Trust have agreed this statement of general principles relating to behaviour and discipline to give guidance to the Headteachers of our schools. Headteachers are responsible for drawing up the policies and protocols linked to behaviour and discipline in their own schools.

The principles reflect the shared aspirations and beliefs of our Directors, Governors, Staff and Parents as expressed in our Mission and our Vision.

Our Mission:

“The glory of God is a human being fully alive!” (St Irenaeus)

Our Vision:

Human flourishing and the uniqueness of every individual as a child of God is at the heart of our Catholic educational enterprise. In this context, a human being fully alive is one who is open to faith - to love - to joy - and to learning. They are daily becoming the person God created them to be and they are ready to delight in their God-given gifts, and to use them in the service of the Common Good.

At St Thomas Catholic Academies Trust, we believe that learning is the most important reason for being at School and that every pupil has the right to learn and every teacher has the right to teach without disruption.

St Thomas Catholic Academies Trust strives to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following ten principles:

1. We view all behaviour as communication and understand that behaviours that challenge or harm are often an expression of unmet need. We take a holistic approach to supporting individual needs and wellbeing with the aim of all pupils flourishing and achieving their unique potential.
2. We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours. We acknowledge that children may develop academically and emotionally at different rates. It is accepted that there may be a difference between a child's chronological age, their academic achievement, and their emotional literacy.
3. We believe that high standards of behaviour lie at the heart of a successful school. Positive behaviour enables pupils to make the best possible progress in all aspects of their school life. At our schools, we value everyone as an individual, capable of growth, change and development.
4. We encourage the children at our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours. Children are supported to develop internal discipline/self-regulation and resilience.



5. A variety of feedback, reward, and consequence systems are used to develop our children as resilient independent learners with positive emotional wellbeing and behaviour. We keep in mind that we are the adults and the young people are still growing, learning and developing. All our staff will take time to recognise, praise and record positive behaviours and attitudes and reward success.

6. We seek to restore relationships and change behaviours rather than punish the actions a young person may have taken. Although this does not exclude the use of sanctions, we will address the behaviour with an age-appropriate consequence and seek the most appropriate way of supporting young people to develop the skills of self-control, empathy and emotional management. Our aim is always to reflect on unhelpful behaviour, restore relationships and forgive.

7. We recognise that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and that school staff will use their discretion in their use. Sanctions and consequences should however be applied fairly, consistently, proportionally and reasonably - making reasonable adjustments for SEND, disability and the needs of vulnerable pupils - and offering support as necessary.

8. In order to support learning and to create a community in which all pupils and staff feel safe in school, online and in the wider community, it may be necessary at times to use Positive Handling (the use of restrictive interventions, including reasonable force, restraint and seclusion) and to consider suspension / exclusion, as a last resort, as a consequence for behaviour which is contrary to the ethos and expectations of the school.

9. We provide a clear structure, predictability and routine to build a sense of safety in the emotional and physical environment for our children.

10. We believe in proactive engagement with families, outside agencies and the wider community to promote consistent support and a sense of belonging and community for our pupils. Parents and carers are key in promoting positive emotional wellbeing. These adults should have an informed perspective, and their insights are of value in informing planning and decision-making.

Michelle Chappell
Director of Inclusion
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