

CULTURE AND BEHAVIOUR

Critical Questions and Guiding Principles



Humility

Faithfulness

Service

CULTURE AND BEHAVIOUR Guiding Principles

Our core purpose is to create a healthy Catholic organisation, where the culture actively and deliberately contributes to the best school experience for every pupil and employee. These guiding principles ensure that every Emmaus CAT school has a clear and compelling vision in place for the quality of education. Culture can become a pillar around which all staff can align themselves, creating both a shared direction and a clear purpose for their work with pupils (Day et al, 2010).

1. Why do we exist?

To provide great Catholic education across Greater Manchester to 'rebuild the church for future generations' in line with the Diocesan mission.

2. How do we behave?

We will live out our habitual virtues; humility, faithfulness and service.

We have universally high aspirations and expectations for all pupils and employees. Teacher expectations can affect pupil motivations and self-perception, and improve academic outcomes (Jussim & Harber, 2005; Tsiplakides & Keramida, 2010).

- We insist on clear rationale for all decisions and activities. More than getting the right answer, sometimes it is important to simply have an answer – one that is directionally correct and around which all team members can commit (Lencioni, 2012). If a decision proves to be incorrect, we believe that healthy conflict and discussion allow people to reflect and make a better decision next time. Similarly, good behaviour in school stems from allowing pupils to learn from mistakes to make progress.
- We know the importance of clear communication and use of aligned language. We are careful and deliberate with the vocabulary we use with pupils and similarly in the language we use with employees across our organisation.
- All Emmaus CAT employees have a deep understanding of school performance so that they are well placed to provide bespoke approaches to meet the needs of pupils and schools.
- Pupil behaviour has multiple influences, some of which staff can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour.
- We operate with an appropriate balance between aligned autonomy and consistency – this is the case for school-to-school support work, as pupil behaviour and intervention plans. Targeted approaches meet the needs of individuals (EEF, 2019).

3. What do we do?

- We schedule regular reviews of all systems and policies relating to behaviour and attendance. Ownership of any ensuing actions is agreed, and the impact evaluated in a timely fashion.
- We will provide continuing professional development to support good classroom behaviour. Work on de-escalation strategies creates a culture where calm, dignity and structure encompass every space and activity at Emmaus CAT.
- If approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments (DfE 2022). Emmaus CAT will act as an advisory panel for any high tariff behaviour issues such as permanent exclusion.
- Alternative provision should be good quality and registered. (DfE 2013). Emmaus CAT will work with school leaders to quality assure education for its most vulnerable pupils.





4. How will we succeed?

- All school stakeholders will have appropriate forums to share their views on the behaviour of pupils in the school.
- All pupils will take responsibility for their own behaviour and choices, understanding the impact they have on others. They will develop positive learning behaviours and be able to self-regulate (as developmentally appropriate) their own behaviour by developing skill and confidence in managing conflict and difficulty. They will understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century.
- All schools will have policies for culture and behaviour expectations which are visible through staff interactions, pupil behaviours and learning environments.
- All staff will model respectful relationships and interactions to promote an inclusive Catholic culture across our schools, welcoming fruitful partnerships with parents and the wider community.
- Specific barriers to parental engagement will be identified with a remit of forging channels of dialogue that place pupil wellbeing and learning at their centre.
- Emmaus CAT headline data will demonstrate good behaviour and attendance is the norm in all our schools.

5. What is most important, right now?

- Where staff are new to Emmaus CAT, they will be supported through induction to appreciate the healthy, Catholic culture they have joined. They will be supported to role model respectful and nurturing interactions with pupils.
- We will support school leaders in the accurate identification of culture and behaviour needs in their settings.
- The identification of clear priorities for behaviour and culture in each school will form part of the school development plan (SDP), actions from which will be visibly noted when visitors attend the school.
- Leaders will establish strong home-school links and engage with harder-to-reach families.

6. Who must do what?

- The Central Team will support school leaders to identify their behaviour priorities through the annual standards review (ASR) process.
- Leaders will set a culture in their own schools that promotes uncompromisingly high standards of behaviour.
- Staff in all our schools will play their part in contributing to a culture of high expectation, where appropriate professional behaviours are always role modelled.
- Leaders will engage parents and the wider community through a culture of openness and high expectation.



Documents Referenced

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Behaviour in Schools. Advice for Headteachers & school staff September (2022)

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Working Together to improve school attendance (May 2022)



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