



# Behaviour Policy

Written:	January 2020	Reviewed:	
Approved:		Review Due:	January 2021

# Contents

Introduction.....	3
1. Aims and Expectations .....	3
2. The Role of Our Children.....	3
3. The Role of Our Parents .....	4
4. The Role of Our Staff.....	5
5. The Role of the Headteacher .....	6
6. The Role of Governors .....	7
7. Rewards .....	7
8. Sanctions.....	8
9. Internal and Fixed Term Exclusions.....	9
10. Sexualised Behaviour.....	9
11. Additions and Actions.....	10
Appendix A – Behaviour for Learning Ladder – EYFS .....	13
Appendix B – Behaviour for Learning Ladder – KS1 .....	14
Appendix C – Behaviour for Learning Ladder – KS2.....	15
Appendix D – Behaviour and Sanctions Flowchart.....	16
Appendix E – Behaviour for Learning Ladder expectations .....	17
Appendix F – Mosaic Golden Rules.....	17
Appendix G – Incident Form .....	19
Appendix H – Behaviour Report Card – EYFS and KS1 .....	20
Appendix I – Behaviour Report Card – KS2 .....	21

## Introduction

Mosaic Jewish Primary School exists to serve its community by providing education of the highest quality within a Jewish framework of values and beliefs. We help children to achieve their full potential by fostering a sense of belonging, encouraging their determination, faith, respect and love for each other, and teaching the importance of being honest, selfless and thankful.

### 1. Aims and Expectations

High standards of behaviour are expected at Mosaic. Therefore, we aim to:

- ✿ provide a safe and happy environment where children can excel, and teachers are able to teach effectively
- ✿ ensure that the Christian faith is taught, lived out and exemplified through positive relationships between children; parents, staff, governors and all stakeholders within the school community
- ✿ Teach children the core family values where respect, compassion and understanding are at the heart of what we do
- ✿ prepare children to meet the demands of a changing society through developing their understanding of rules and adopting appropriate behaviour models in order to create a fairer society in which they can become responsible and productive adults
- ✿ firmly establish a positive and proactive ethos where children are truly responsible for their behaviour choices, and they are resilient and reflective in every aspect of school life

In order to achieve this, children, staff, governors and parents all have a responsibility to work in partnership with each other.

### 2. The Role of Our Children

Every child has the right to learn, to be valued and feel safe. Disruption to a child's learning will not be tolerated at Mosaic and we aim to provide our children with a sense of personal responsibility for their behaviour.







#### 2.1 *Child expectation*

We expect to see:

- ✿ self respect and self discipline
- ✿ a sense of mutual responsibility
- ✿ a sense of community and shared values
- ✿ an understanding of right from wrong
- ✿ respect for people, truth and property
- ✿ the use of initiative and positivity
- ✿ concentration, perseverance, motivation and valuing own work
- ✿ resilience and reflectiveness in order to learn from mistakes and improve our performance

## 2.2 Mosaic Golden Rules

The children follow our **Mosaic Golden Rules**:

-  We are gentle; We don't hurt others
-  We are kind and helpful; We don't hurt anybody's feelings
-  We listen; We don't interrupt
-  We are honest; We don't cover up the truth
-  We work hard; We don't waste our own or other's time
-  We look after property; We don't waste or damage things

The Golden Rules are central to our behaviour management system at Mosaic. The rules are displayed in every classroom and are referred to consistently. If a child is seen to be adhering to the Golden Rules, they are rewarded with Class Dojo points, which equate to house points for their house.

If children fail to make positive choices and don't comply with the **Mosaic Golden Rules**, the Behaviour for Learning Ladder (BLL) is used (see Appendix A-C). Children receive verbal warnings and the physical movement of their name through the coloured steps. Mosaic Time, our primary behaviour reward system, is linked to the Behaviour for Learning Ladder (BLL) and children can lose minutes if they end up moving to **Amber** or **Red**. Our sanctions and reward systems are elaborated upon later in this policy.










Every child, parent and teacher will sign the Home School Agreement when starting school to confirm their willingness to work in partnership (see website for HAS). Each child is expected to honour the agreement throughout their time at Mosaic.

## 3. The Role of Our Parents

Children are unique and our ethos is one where individuals take responsibility for themselves, their class and the school community. When parents and school staff work together, we believe that the behaviour and welfare of the child is maintained and nurtured by all. Research shows that parental involvement in children's learning is a key factor in improving children's academic attainment and achievements, as well as their overall behaviour and attendance.

### 3.1 Impact on children

Our parents are valued because their attitudes, aspirations, encouragement and exemplary behaviour are important in ensuring that their child:

-  adheres to the Home School Agreement
-  arrives to school punctually and attends regularly, avoiding unnecessary absences
-  has the correct uniform, PE kit and equipment so as to take a full part in all activities
-  behaves in a responsible manner towards themselves and others
-  shows proper regard for other people's property, buildings and the environment
-  completes homework on time
-  is ready for learning e.g. has had enough sleep
-  undertakes family learning together, as appropriate
-  talks regularly about their learning.

### **3.2 Parent expectation**

Parents are expected to:

- ❁ adhere to the Home School Agreement
- ❁ remind their children of the school rules
- ❁ visit the school's website for information
- ❁ support the school's Behaviour Policy
- ❁ keep up to date with the information given in class and school newsletters
- ❁ follow the Code of Conduct; being good role models for their child
- ❁ attend parents' meetings at the scheduled times of the year or as requested
- ❁ Understand that children also learn from watching the behaviour and actions of their parents and siblings. If the parent/carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect their learning

Parents/Carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation is resolved.

### **3.3 Communication**

Parents can remain informed of their child's behaviour through:

- ❁ informal discussions between parents and teachers (brief meeting, note or phone call)
- ❁ scheduled appointments with teacher, behaviour reviews, parents' meetings
- ❁ formal communication of letters and phone calls from the class teacher, learning mentor, senior member of staff
- ❁ school reward systems such as 'Worker of the Week', 'Saint of the Week', weekly class merit awards and Dojo Point individual and class winners are high profile and shared in our weekly newsletter

Additionally, it is inappropriate for parents to canvass and seek the views of other parents in relation to behaviour issues specific to their child. Parents should discuss any concerns with the class teacher and if these are unresolved, they must make an appointment with a member of the Senior Leadership Team. If parents feel their concerns have not been resolved, there is a complaints procedure for making a complaint to the Governing Body (see website).

## **4. The Role of Our Staff**

Staff at Mosaic are dedicated to maintaining and developing every child's welfare, self-esteem and social and academic progress. It is the responsibility of all paid staff to ensure that the school rules are followed, and the children behave in a responsible manner in every area of the school grounds. Teachers have a statutory authority (Section 1 of the Education and Inspections Act 2006) to discipline children whose behaviour is unacceptable, who break the rules and fail to follow reasonable instruction in school and elsewhere, including school visits. They have to record incidents of inappropriate behaviour and acknowledge good behaviour. They can confiscate children's property.

The Deputy Headteacher, responsible for Behaviour at Mosaic, ensures that the ethos of positivity and proactivity is established and implemented on a daily basis. He provides support for children, families, staff and members of the wider school community and ensures that the Golden Rules are adhered to consistently. The Deputy Headteacher develops initiatives and strategies to support the children towards even better choice-making and responsibility and regularly analyses behaviour patterns to ensure that behaviour for learning is consistently good.

The class teacher reports to parents about the progress of each child in their class.

Reasonable adjustments are made for children with Special Educational Needs and Disabilities (See Inclusion and SEND Policy).

#### **4.1 Staff expectations**

All staff are expected to:

- ❁ have high expectations of all children
- ❁ be exemplary role models for behaviour
- ❁ take responsibility for safeguarding children
- ❁ strive to ensure that all children work to the best of their ability through promoting independent learning
- ❁ reward children using positive behaviour strategies
- ❁ consistently apply rewards and sanctions in the classroom and in the playground
- ❁ praise and encourage children regardless of race, gender, culture and educational or physical need
- ❁ prepare consistently engaging, challenging and high-quality lessons
- ❁ establish and teach clear routines for transitional periods in the school day
- ❁ teach and consistently refer to the Golden Rules, school rules and school values
- ❁ follow all school policies and procedures and inform visitors of the behaviour policy
- ❁ respect the time of children, other staff and parents
- ❁ adhere to the Home School Agreement
- ❁ record all instances of significant negative behaviour using the **reflection sheet** file format (see Appendix G)

### **5. The Role of the Headteacher**

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school's Behaviour Policy consistently throughout the school, and to report to the governors, when requested, on the effectiveness of the policy.

The Headteacher decides on the standard of behaviour expected of pupils at Mosaic. The Headteacher has the responsibility for giving fixed-term exclusions to individuals for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The Headteacher must publicise the Behaviour Policy in writing to staff, parents and children every year.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

## 6. The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour (Statement of Principle for Behaviour and Discipline), and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

## 7. Rewards

The primary approach for behaviour management at Mosaic is through positive reinforcement and praise. High standards of behaviour are established through a range of reward systems:

### 7.1 Class Dojo

This is our central reward system that every child in the school knows and loves. Children have on-line avatars and can win Dojo Points for adhering to the **Mosaic Golden Rules**, showing resilience in their learning, for outstanding achievements in class and many more reasons.

#### 7.1.1 General Use:

- ❄ At the start of the day log in to Class Dojo and leave it running for use throughout the day.
- ❄ Try to use Class Dojo in the most positive way possible. It is better to praise a child making the right choice next to a child making the wrong choice, as opposed to the other way round!
- ❄ During transitional periods (moving from classroom to assembly, lunchtimes etc.)
- ❄ Keep the points running from Friday to Thursday and then reset all bubbles in time for Celebration assembly on Friday.
- ❄ Assembly on Friday to announce: Class Dojo winner, house point winner, value of the week certificates

#### 7.1.2 Model phrases for use with positive behaviour:








- ❄ "I love the way that you are..."
- ❄ "Thank you so much for choosing to be..."
- ❄ "I have to stop and say well done for..."
- ❄ "What do you think I would like to award a Dojo point to you for?"

#### 7.1.3 Whole school positive Dojos:

Each class will have the 6 **Mosaic Golden Rules**, Attendance, Golden Moment and Rainbow positive Dojo's. They can decide as a class to add a further 2 class specific Dojo rewards (maximum value of 1 point).

- ❄ Gentle = **1 Dojo point**
- ❄ Kind and helpful = **1 Dojo point**
- ❄ Listen = **1 Dojo point**
- ❄ Honest = **1 Dojo point**
- ❄ Hardworking = **1 Dojo point**
- ❄ Respectful of property = **1 Dojo point**
- ❄ Ended the day on the rainbow = **2 Dojo points**
- ❄ Golden Moment = **5 Dojo points**
- ❄ Weekly class attendance winner = **10 Dojo points**

### 7.1.4 Whole school sanction Dojos:

-  Hurting others = **-1 Dojo points**
-  Unkind towards others = **-1 Dojo points**
-  Not listening = **-1 Dojo points**
-  Dishonest = **-1 Dojo points**
-  Not working hard = **-1 Dojo points**
-  Disrespectful to others = **-1 Dojo points**
-  Consequence (Red/storm cloud) = **-3 Dojo points**

If you feel it necessary to use the negative section of Class Dojo to take away points, please ensure you give the child a chance to make the right choice with a warning and reminder of the positive or negative outcome. If behaviour persists, remove a Class Dojo point under the proviso that they will have the chance to earn positive Dojo's by the end of the lesson for making the right choices.

### 7.1.5 100% Club

At the end of each half term, the children who have received 100% positive Dojos join the 100% club. Their picture will be displayed in the school hall and on our website; a letter will be sent home to parents and they will be presented with a certificate in the end of half term assembly. They will receive a gold star on their picture for every half term that they join the 100% club.

### 7.3 Mosaic Time

30 minutes of timetabled, high-quality free choice activities that the children earn through their positive behaviour choices. All children start the week with 30 minutes 'in the bank' and can only lose time if they move through the Behaviour for Learning Ladder (BLL) due to poor behaviour choices. Each time a child moves to red on the Traffic Lights they lose 5 minutes of Mosaic Time for that week. Mosaic Time activities are led by every teacher in the school and are chosen by the children. They do not involve watching a film or play games online.

### 7.4 Value of the week Certificates

Two children in every class are acknowledged for outstanding learning or behaviour that week in Celebration Assembly.

## 8. Sanctions

As part of growing up, children need to discover the boundaries for acceptable behaviour. When behaviour is poor or unacceptable behaviour sanctions are applied. These are used after staff have shown disapproval and given verbal or written warnings. Serious instances of poor behaviour are investigated before a sanction is applied. Significant sanctions are given for repeated or extreme behaviour. Sanctions applied to a class for an individual's actions are avoided.

Under section 91 of the Education and Inspections Act 2006, a sanction given by staff must be proportionate and reasonable. Account is taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.



The Behaviour for Learning Ladder (BLL) is our primary reward and sanction system at Mosaic. (see Appendix A-C ).

A further strategy that the SLT may adopt is to introduce a 'Behaviour Report Card' (see Appendix F). This card is a weekly monitoring document that encourages home-school communication and a focus for the child on improving their behaviour choices in a specific area

For behaviour deemed to be Level 3, a member of SLT will fully investigate the incident and communicate with parents as to the sanction or consequence decided upon. All incident reports and reflection sheets are kept locked in the 'Incident File' in the Headteacher's office.

For behaviour deemed to be Level 4, the Headteacher and Governors will be informed through a full investigation by the adults involved and make a decision on the appropriate sanction. Persistent dangerous behaviour, cyber bullying, vandalism or theft, abusive or racist language or physical violence will be not be tolerated at Mosaic. These behaviours will be dealt with in line with other policies.

See Appendix D for more details on the sanction levels at Mosaic.

## 9. Internal and Fixed Term Exclusions

Exclusions are used as a last resort after many other behaviour strategies have been tried. An Internal Exclusion requires a student to be excluded from all contact with peers during the school day including break times and assemblies. The parent/carer will be formally informed of these actions. A work pack will be provided for the child to complete during the day. (See Exclusion policy)

Internal exclusions wouldn't necessitate a reintegration interview unless it is deemed to be useful. An external exclusion should always have a reintegration interview. This interview should discuss the immediate support the child will receive in the week following the reintegration, in conjunction with the child. This interview will be recorded formally and shared with parents.

Internal Exclusion	Internal Exclusion	Internal Exclusion	Fixed Term Exclusion
One Day	Two days	Three days	One-five days
In another classroom or with a member of SLT			At home

## 10. Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development, it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.

It is appropriate to discuss incidents with the child, suggest alternative games, make a record of the event on CPOMS and inform the designated Child Protection Lead (DSL).

If a child discloses inappropriate serious sexual behaviour involving other children or adults, it is the legal duty of the adult to inform the designated Child Protection Lead (DSL) immediately.

Repeated or serious sexualised behaviour will result in a referral to social services and/or child protection agencies. This type of behaviour will be dealt with in line with other policies.

## **11.Additions and Actions**

The Behaviour Policy supports other policies in place to secure the wellbeing of children at Mosaic School. In addition, certain government regulations give staff additional responsibilities and duties to help manage behaviour and enable children to thrive and achieve highly within the school environment. These aspects of behaviour and safety are outlined as follows:

### ***11.1 Conduct outside school***

Staff may discipline a child for poor or unacceptable behaviour when:

- ✿ taking part in a school related activity
- ✿ travelling to and from school
- ✿ wearing the school uniform
- ✿ are identified as a pupil at the school
- ✿ inappropriate use of the internet or social media

In addition, poor or unacceptable behaviour that:

- ✿ could have repercussions for the orderly running of the school
- ✿ poses a threat to other pupils or a member of the public
- ✿ adversely affects the reputation of the school

Unacceptable and poor behaviour outside of school hours, but which clearly identifies or links a child to Mosaic, will be dealt with under our behaviour policy. Serious breaches of this could lead to sanctions and ultimately exclusion for bringing the school into disrepute. This includes inappropriate use of the internet and social media, including bullying, defamatory comments and cyber messages using any device (please see our Social Media policy).

### ***11.2 Confiscation of inappropriate items***

Legally, the staff can confiscate items under:

- ✿ “The general power to discipline – this enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.”
- ✿ “The power to search without consent – for knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette, fireworks and prohibited items. In addition, school staff can search pupils for articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property, and any item banned by the school.”

### ***11.3 Use of Reasonable force***

“Reasonable force” means using no more force than is needed to control a situation or restrain children. All members of school staff have a legal power to use reasonable force. This also applies to people whom the Headteacher has temporarily put in charge of children such as volunteers or parents accompanying children on a school trip. Examples of reasonable force can be leading a pupil out of the classroom by the

arm (control) or separating children fighting when they refused to stop (restraint). The decision on whether or not to intervene is the professional judgement of the person. **(See Restraint Policy).**

#### ***11.4 Allegations of abuse***

If an allegation is made against a member of staff, the quick resolution of that allegation is a clear priority for the benefit of all concerned. An individual will only be suspended if there is no reasonable alternative. Allegations that are found to have been malicious will be removed from staff records. Children who are found to have made malicious allegations will receive the appropriate sanction, which could include temporary or permanent exclusion. All allegations should be reported straight away, to the Headteacher. Confidentiality is maintained throughout the process. (See Safeguarding Policy).

#### ***11.5 Anti-bullying***

Bullying is defined as 'a deliberate act' done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which can cast a shadow over a child's life or a series of incidents. The children know this through the acronym 'S.T.O.P.' (several times on purpose).

Bullying in school and outside school is taken extremely seriously. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with incidents quickly and effectively. (See Anti-Bullying Policy).

#### ***11.6 Monitoring behaviour***

In order to ensure that the Behaviour Policy works in practice, the following actions happen:

- ✿ staff continually assess the children's progress through observations in work and play
- ✿ The DHT responsible for Behaviour monitors, analyses and supports behaviour throughout the school and makes informed decisions on strategy and initiatives with the Headteacher
- ✿ an incident folder (kept in class) records significant incidents/reflection sheets related to behaviour, and these incidents are analysed every half term by SLT during pupil progress meetings. This analysis regularly informs behaviour strategies and focus support
- ✿ During regular formal and informal meetings, the SLT regularly review behaviour in the school
- ✿ pupil progress and welfare meetings (particularly for vulnerable pupils) are an integral part of the teaching, learning and monitoring cycle

#### ***11.7 Training and support***

There is support and training for both staff and children to ensure that the aims of the Behaviour Policy are met including:

- ✿ regular professional development for staff
- ✿ behaviour analysis and trends shared with staff
- ✿ INSET sessions to reinforce or develop further behaviour systems
- ✿ Circle Time lessons are taught once a week, focusing on Social, Emotional and Behavioural themes relevant to that class
- ✿ use of external agencies such as: Speech and Language Therapy (SALT)
- ✿ Educational Psychologist, Child and Mental Health Services, Education and Improvement Consultants and the School Nurse

- ❁ advice and support given to all members of staff

The school's Behaviour Policy will be published on the website. The Behaviour Policy and any issues of behaviour will be discussed by the Senior Leadership Team. The school's annual questionnaire to parents, staff and children will always feature a section on behaviour.

The Behaviour Policy will be reviewed annually with input from: pupils, staff and the Governing Body.

## **12.References**

Behaviour We have adopted the Jenny Mosley approach to whole school positive behaviour management. Taking reference from:

- ❁ Golden Rules – Jenny Mosley
- ❁ Pocket Playground Games – Jenny Mosley
- ❁ Creating Excellence in Primary School Playtimes – Michael Follet

Golden Moment



Yellow – Rainbow



Green – Sunshine



Blue – Overcast (Verbal Warning)

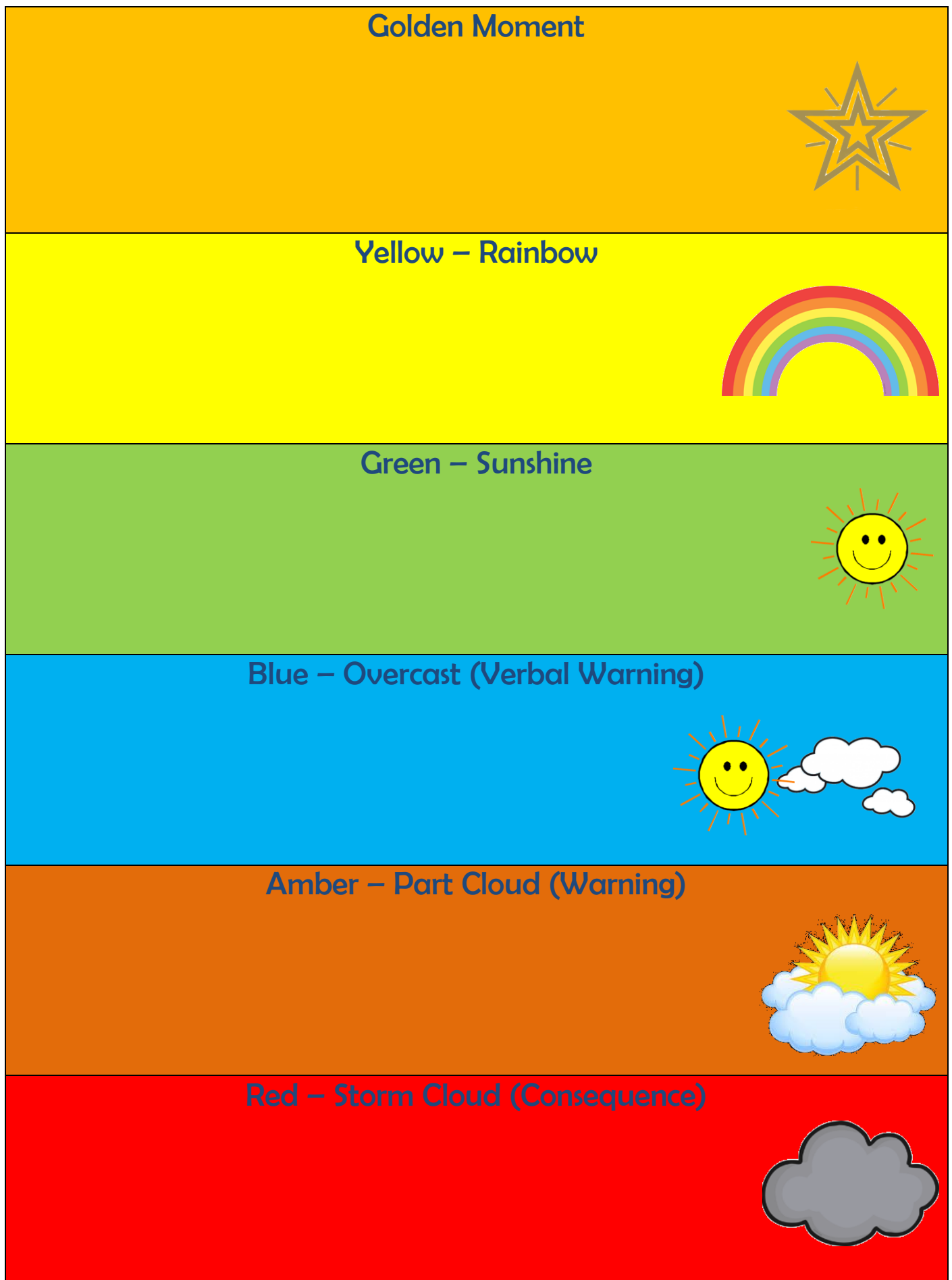


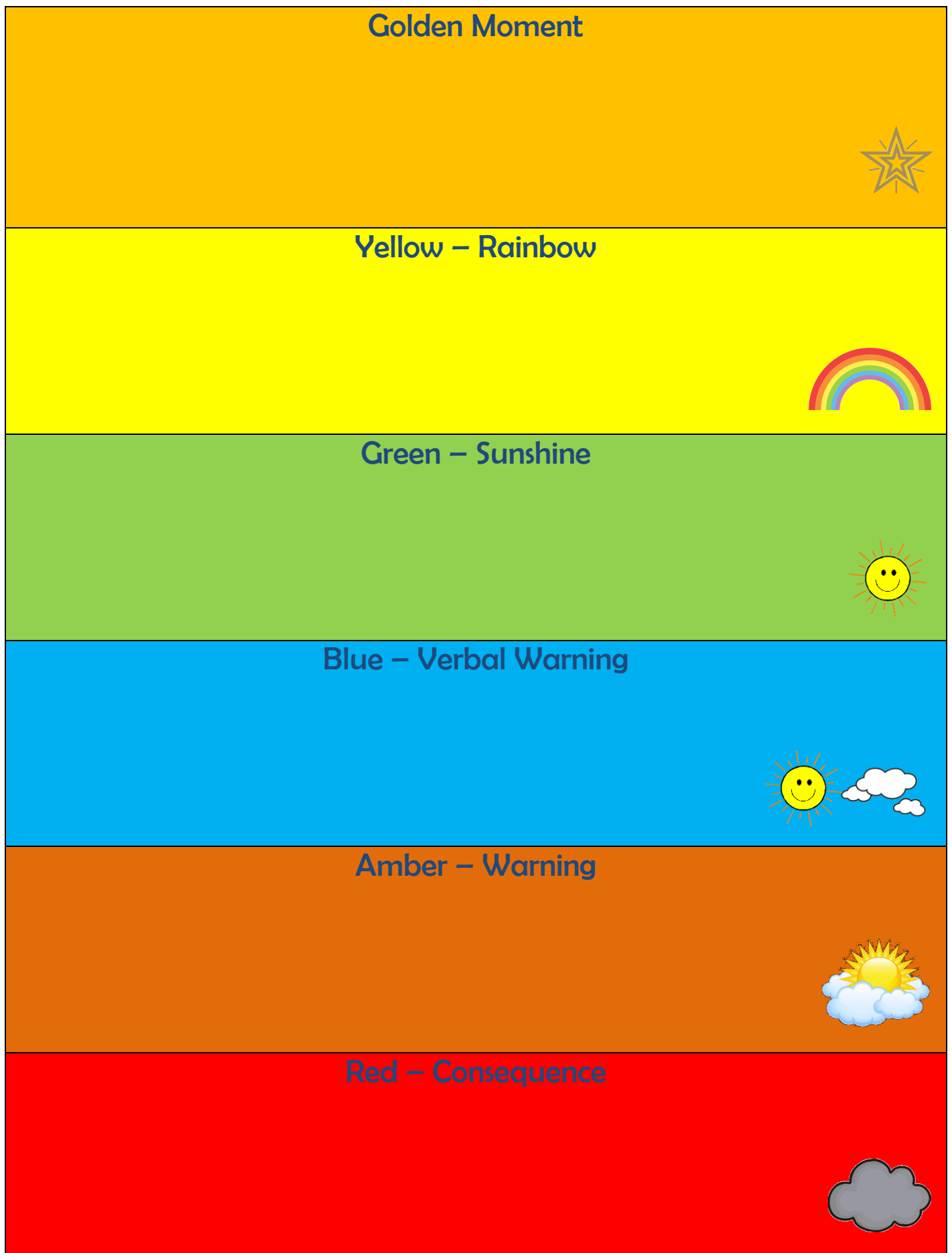
Amber – Part Cloud (Warning)



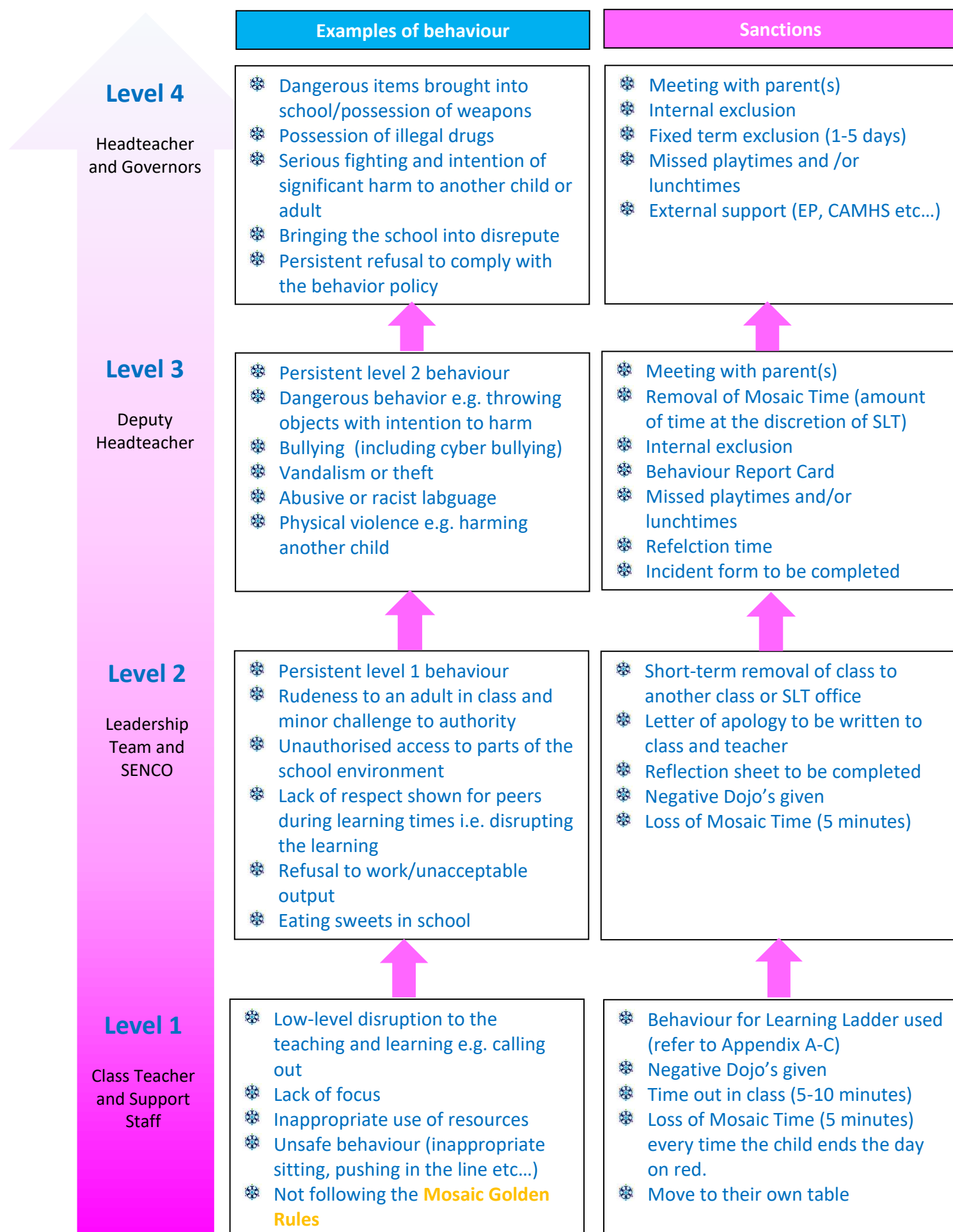
Red – Storm Cloud (Consequence)







## Appendix D – Behaviour and Sanctions Flowchart





<p><b>Golden Moment</b></p> 	<p><b>Golden Moment</b></p> <p><b>5 Dojo points</b></p> 
<p><b>Yellow Rainbow</b></p> 	<p>I have done something amazing</p> <p><b>1 Dojo points</b></p> 
<p><b>Green Sunshine</b></p> 	<p>I am making good choices and trying my best.</p> <p><b>All children start their day on the sunshine</b></p> 
<p><b>Blue Overcast (Verbal Warning)</b></p> 	<p>I am reminded to make good choices.</p> <p><b>Refer to Mosaic Golden Rules</b></p> 
<p><b>Amber Part Cloud (Warning)</b></p> 	<p>I need to try harder.</p> <p><b>Negative Dojo given and reminded of the next steps and discuss steps to success</b></p> 
<p><b>Red Storm Cloud (Consequence)</b></p> 	<p>I am not making good choices and will miss out on some Mosaic time.</p> <p><b>Mosaic time missing and / or spoken to by a member of SLT. Negative Dojo given.</b></p> 

# Mosaic Golden Rules



We work hard;  
We don't waste our own or  
others time.



We are kind and helpful;  
We don't hurt anybody's  
feelings



We are honest;  
We don't cover up the truth.



We are gentle;  
We don't hurt others.



We listen;  
We don't interrupt.



We look after property;  
We don't waste or damage  
things.



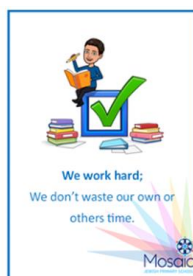
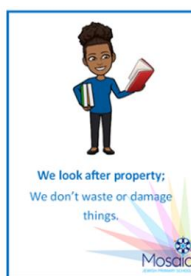
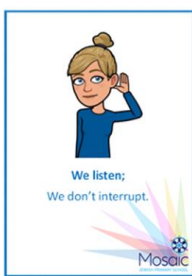
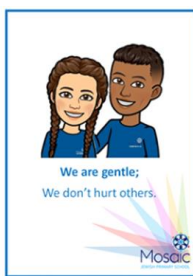
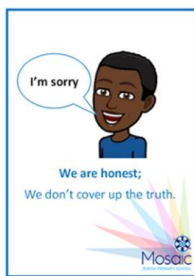
## Mosaic Jewish Primary School Reflection Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date and Time: \_\_\_\_\_

### Which Mosaic Gold Rules did I break?



### What happened?



### What do I need to do to make things right?



### Adult: Next Steps

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Child's Signature: \_\_\_\_\_

Adults signature: \_\_\_\_\_

## Appendix H – Behaviour Report Card – EYFS and KS1

Name: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

Excellent	Good	Satisfactory	Poor	Unsatisfactory
-----------	------	--------------	------	----------------

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Additional Comments
9 – 10.15am						
Break Time						
10.30 – 11.50am						
Lunch						
12.50 – 1.50pm						
1.50 – 3.15pm						

## Appendix I – Behaviour Report Card – KS2

Name: \_\_\_\_\_

Week Beginning: \_\_\_\_\_

Excellent	Good	Satisfactory	Poor	Unsatisfactory
-----------	------	--------------	------	----------------

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Additional Comments
9 – 10.30am						
Break Time						
10.45 – 11.45am						
11.45 – 12.45pm						
Lunch						
1.45 – 3.15pm						

