



Mosaicic
JEWISH PRIMARY SCHOOL

Behaviour Policy

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|-----------|----------------|-------------|----------|
| Written: | September 2015 | Reviewed: | May 2018 |
| Approved: | | Review Due: | May 2020 |

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RATIONALE

At Mosaic Jewish Primary School, we believe that an orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make most use of lesson time for the real purpose of education.

It is, therefore worthwhile spending time setting the ground rules and asserting the school's code of conduct as a prerequisite to curriculum delivery. This document aims to provide the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its chief purpose. It will:

- Identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour.
- Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour.

It also recognises that within a climate of inclusion there will be children who need a personalised approach to specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with the behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

The importance of taking a multi-agency approach to behaviour management is central. We as a school recognise the lead we may be required to take in consulting and communicating with other agencies.

AIMS

The chief aims of our approach to behaviour are:

- The maintenance, encouragement and promotion of good behaviour wherever possible.
- The shared and agreed identification of what we consider to be unacceptable behaviour.
- The establishment and shared understanding of the school's rules
- Agreed sanctions where rules are broken with a shared understanding of what will happen if...
- A firm, consistent approach across the school.
- An opportunity at each stage for children to make amends and redeem themselves.
- The involvement of parents at an early stage.
- The involvement of children – encouraging children to take responsibility for their own actions with opportunities to reflect upon one's actions and articulate how to make things right
- The discussion with children in circle time and PSHE about the need for rules and the responsibilities we each have to one another.
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.
- The use of a multi-agency approach wherever appropriate.

PROMOTING GOOD BEHAVIOUR

It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school to reward and celebrate achievement and good behaviour.

Agreed Rewards

Non-verbal praise e.g. thumbs up
Verbal praise
Stickers
Ticks on board
Table points
House points
Class marble jar
Telling parents or other adults
Showing work to Head Teacher or Senior Leader
Happy children
Happy class
Happy Teacher

Mosaic Time

- All children receive 30 minutes of Mosaic Time at the end of the week.
- The children should sign up for one of five or six activities on Monday morning. The sign up sheet should be on display throughout the week as a reminder.
- The activities should be ones that the children would be really sorry to miss in the event of losing Mosaic Time and ones that they would not usually experience at home.

Assemblies

- Opportunities for children to show good pieces of work and talk about their achievements and interests.

On display

- The maintenance of wall displays demonstrating work of which children are proud.
- Mosaic Golden Moment photos are displayed for Headteacher's awards, throughout the year.

In the school newsletter

- The names of children receiving commendation postcards, headteacher awards and praise wall bricks.
- Other children who are to be congratulated for particular achievements, competitions etc.

Friday celebration assembly

- Presentation of certificates for achievement
- Announcement of the total number of house points collected for each house.

End of half-term

- Headteacher awards..
- Announcement of 100% attendance of individuals.
- Announcement of house collecting highest number of points with a reward of a non-uniform day.

RULES AND SANCTIONS

Whole School:

At MJPS we expect all children and adults to show:

- Respect
- Support
- Consideration

To achieve these we are committed to everyone following the “Mosaic Rules” which are:

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 others’ time

We look after property – We don’t waste or damage things









It is the responsibility of all members of staff to monitor children’s adherence to these. There will be reminders in assembly about the rules, rewards and sanctions. These Mosaic Rules are attached to the School’s Home School Agreement which is signed by every child upon entry to the school and at the beginning of each school year.

In class:

At the beginning of the school year, teachers should discuss and agree a class charter, which is linked to the Rights and Responsibilities Framework, and complement the Mosaic Rules, reinforcing acceptable behaviours that help all children learn. The class charter should include as many agreed statements as is appropriate for the children's age.

The class charter should be signed by all children and displayed clearly in the classroom so that they can be referred to easily when necessary

Mosaic Behaviour Chart (Appendix 1)

| | |
|---|--|
|  | Golden Moment <i>5 House points</i> |
|  | I have done something amazing <i>1 house point</i> |
|  | I am making good choices, and trying my best. <i>"All children start their day on the sunshine"</i> |
|  | I am reminded to make good choices. <i>(adult to tell child this is your warning)</i> <i>"Verbal warning, younger children e.g. Reception class may get two warnings"</i> |
|  | I need to try harder. <i>"part cloud"</i> |
|  | I am not making good choices, and will miss out on some Mosaic time. <i>"storm cloud"</i> <i>(Time out if appropriate)</i> |
|  | My behaviour is unacceptable and I need to fill out a reflection sheet and go to a senior leader. |
|  | Phone call home. <i>"A child has gone through the above steps and their behaviour remains unacceptable"</i> |

It must be clear to the class what the sanctions are for not adhering to the Mosaic Rules whether inside or outside of the classroom: the sanctions are in a hierarchy

Sanctions

If the above sanctions are not effective and the child continues to disturb the learning of others within the school the following sanctions may be required.

- Referral to a Senior Leader
- Referral to Head Teacher
- Further phone call home to parents
- Internal exclusion (away from their class and peers)
- 1st Letter home and copy in file
- 2nd Letter home and copy in file
- Temporary exclusion from school

Teachers may also use teacher sanctions, examples include: missing playtime, missing 5 minutes Mosaic Time, writing a letter of apology.

In the event of a child not completing a satisfactory amount of work as expected of them, a note will be sent home with the work, explaining to the parents or carers that the child needs to complete the work and return it the following day.

If none of the above sanctions are effective and the child continues to disturb the education of others within the school, then the Headteacher will begin a process of a contract in negotiation with the parents. In the event that this has little effect then the Headteacher will initiate the process for:

1. Fixed term exclusion
2. Permanent exclusion

In the event of an incident which poses a danger to a child or adult then the Headteacher may, if appropriate, exclude without the above process being adhered to.

BEHAVIOUR FOLDERS

Senior Leaders have a behaviour folder. In the event of a child having to be sent out for 10 minutes, a reflection sheet is completed, taken to the senior leader and placed in the folder. This process is also used for the playground.

In the event of a violent or racist incident then a reflection sheet is to be completed together with a serious incident form. (Appendix 2).

RETRACING STEPS

At all times children should be given the opportunity to move out or back through the stages. Where there is a significant improvement in a child's behaviour the child will be complimented and Mosaic Time earned back.

SEMH – SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS – CHILDREN THROUGH THE NET

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/sanction process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include:

- **Temporary part-time timetables** - As part of reintegration following exclusion. These would be negotiated between parent, child and class teacher and are always seen as a temporary measure enabling children to find a positive base from which to increase their time in school.
- **Parents accompanying children into school** – In some cases children may benefit from parents being involved with them on school site. Once more this would require negotiation and support from all parties concerned.
- **Support from Learning Support Network** - A highly experienced group of TAs are on standby to provide support and encouragement for individuals who may lack the concentration to stay in class for the full school day. In some cases they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be on raising the self-esteem of the child, basing the work upon their individual needs and interests and finding ways of motivating them within class.
- **Adapting the curriculum** – In some cases children will not be able to cope all day with the set curriculum. It may be that in the afternoon alternative arrangements are made to keep them on track. This might take the form of a rewarding activity for the child and a friend after a successful day. It might also include class rewards as peers have helped the child to remain included.
- **Individual sticker charts** – Some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teachers and Learning Mentor. In some cases parents might also be involved in further supporting at home.
- **Key Worker** – Some children will find it difficult to work with a number of people but may benefit from establishing particular links with one individual in the school who can act as a mentor. The Key Worker might meet with the child on a weekly basis to discuss progress and/or support in or out of class. Where behaviour is likely to erupt, the Key Worker's support might be requested to help talk to the child and pre-empt any further difficulties. The Key Worker should not be expected to apply any sanctions as this would alienate the child from them.
- **Providing responsibilities** – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping younger children or an

adult with a task, or being given set routines at 'trigger' times can increase self-esteem and bring out the best in them. These should be considered as options.

It is worth remembering that for some of these children:

- **Friendships and relationships** are crucial. They may develop a particular rapport with any member of the school community – this should be built in to the support for the child.
- **A chaotic home life is experienced.** Especially 'Looked After Children' and those defined as 'at risk'. Their behaviour in school might be directly linked to events at home and awareness of these issues (whilst acknowledging confidentiality) can help those supporting them to understand where their actions might originate from.
- **Find it difficult to be praised.** For some children praise is not part of their normal expectation and as such they can find it almost a threat. This might be seen where a child is close to obtaining a major reward only to 'fail' at the last moment. Quickly administered incentives, very closely linked to the desired behaviour, should be considered. It might also be appropriate to 'freeze' rather than remove reward cards. This can help remove the 'self-fulfilling prophecy' of constant failure.
- **Actions are not easily linked with consequences** – their pattern of behaviour may be so entrenched that they continue to repeat it, even though they dislike the resulting consequence.
- **Feeling 'cornered' will result in extreme reactions**

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with SEMH. They should be given counselling where appropriate and provided with the opportunity to express their frustrations. Dealing with children with SEMH is always a balance between:

- The needs and inclusion of the individual child concerned
- The entitlement of the class
- The capacity of the teacher to remain calm in what can be extremely testing circumstances

Where a child is 'acting out', a no-blame approach should be taken and the principles of Crisis Prevention and Intervention (CPI), in which all staff are trained, should be followed. Adults involved can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour that is expected of them.

In cases such as this, opportunities for the child to 'fit back in' should be provided whilst also acknowledging that follow-up action may need to be taken, when circumstances are more settled the child can, and should, be encouraged to reflect on their behaviour. Every attempt should be made to avoid escalation of problems through direct confrontation or 'backing children into a corner'.

Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in post intervention and in a

particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

SEBD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them.

A POSITIVE ENVIRONMENT

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth should be maintained at all times. This can be seen through:

- A positive climate that relies upon and promotes reward and praise rather than criticism and sanction.
- The example set by all members of staff in their relationships and communications with children.
- The support and relationships that members of staff have with one another.
- The sense of community within the school and that all children are ambassadors for us.
- Interesting and well-prepared lessons that cater for individual need.
- A colourful and stimulating environment in and around the school building.
- Varied opportunities for children with different gifts and talents to see these celebrated.
- A recognition that we are all different and that there is no 'best fit' model for a human being.

THE SUCCESS OF THE BEHAVIOUR POLICY

The success of this policy will be judged according to:

- ✓ the number of reflection sheets filled in
- ✓ the total number of fixed-term and permanent exclusions
- ✓ the anecdotal comments of the school community
- ✓ comments from children in school council and parent and staff evaluations
- ✓ behaviour is deemed as being at least GOOD by OFSTED









BEHAVIOUR POLICY REVIEW

This policy will be reviewed annually. It will be amended following thorough discussion between all members of the school community taking into account the success criteria described above.

ACCEPTED & APPROVED BY THE FULL GOVERNING BOARD

| | |
|----------------------------|--|
| Chair of Governors: | |
| Head Teacher: | |
| Date: | |

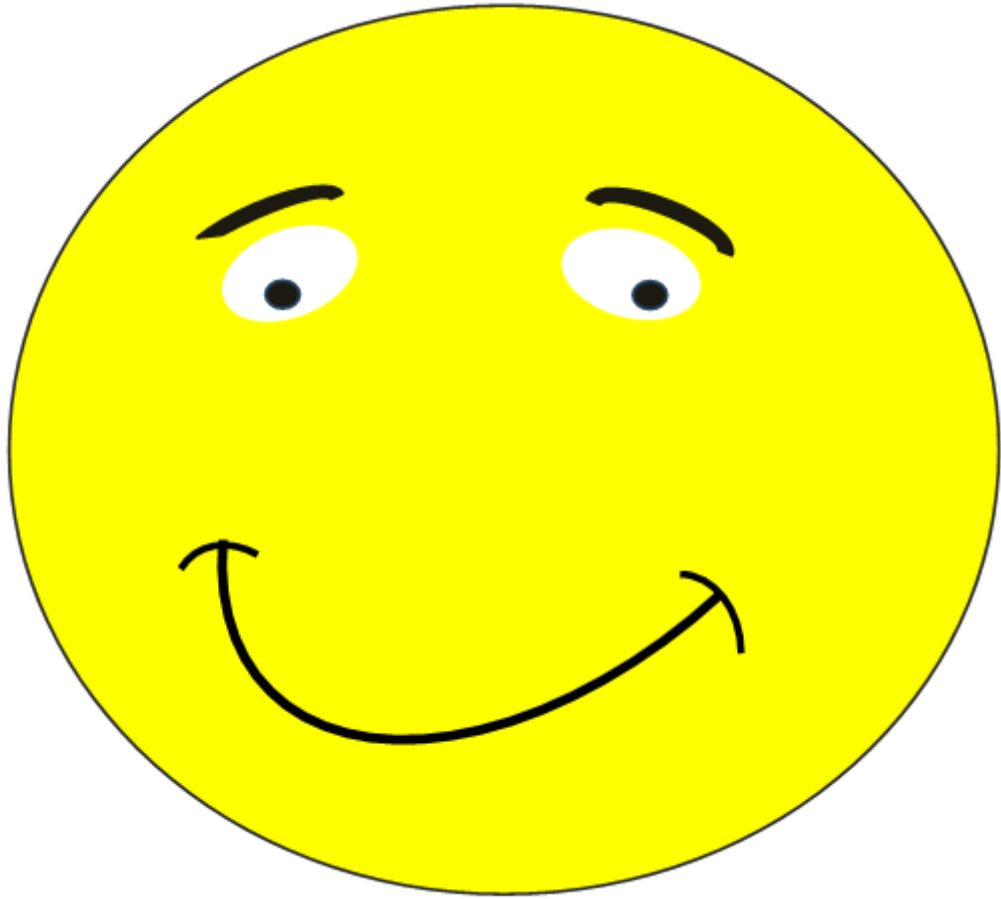
Appendix 1 Mosaic Behaviour Chart

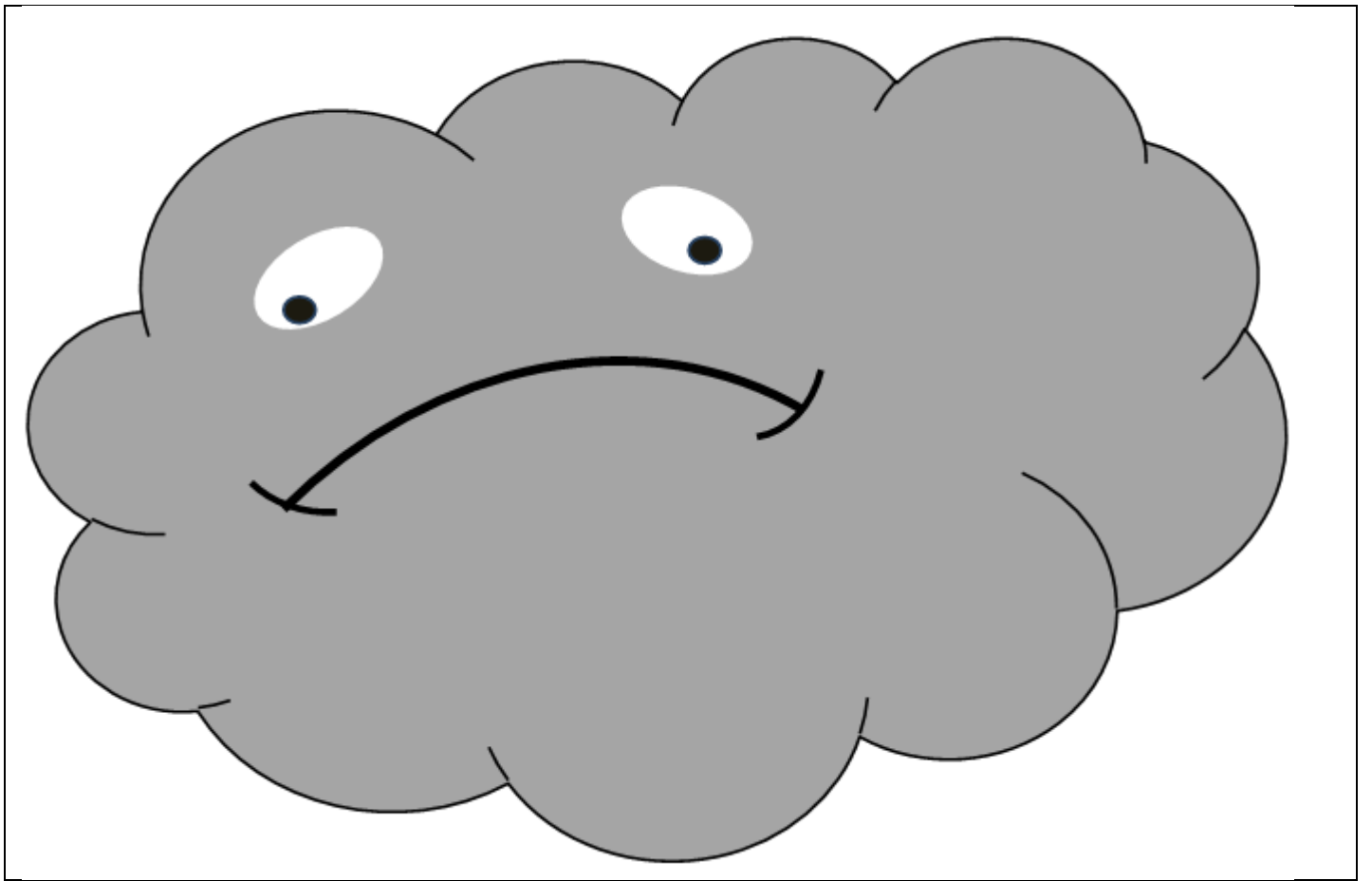
| | |
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Mosaic Jewish primary school Reflection Sheet

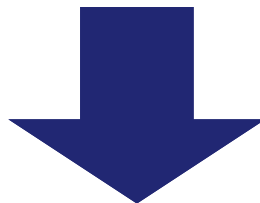
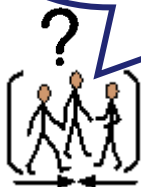


My name: _____ Class: _____
Date: _____ Time: _____ Issuer: _____

What happened?



What I did and why



Which Mosaic Rule did I break?



| | | | | | |
|----------------|------------------------------|-----------------------------|--------------------|-------------------|--------------------|
| We listen. | We are kind and helpful. | We look after property. | We are honest. | We work hard. | We are gentle. |
|----------------|------------------------------|-----------------------------|--------------------|-------------------|--------------------|



What do I need to do to make things right?



Adult's comment

Child's signature: _____

Adult's signature: _____

Referred to: _____