



# Behaviour Policy

Written:	January 2020	Reviewed:	December 2025
Approved:		Review Due:	December 2027

## Contents

Introduction.....	3
1. Aims and Expectations .....	3
2. The Role of Our Children.....	3
3. The Role of Stakeholders .....	4
4. Rewards .....	6
5. Sanctions.....	6
6. Internal and Fixed Term Exclusions.....	6
7. Sexualised Behaviour .....	7
8. Additions and Actions .....	7
9. References .....	9
Appendix A – Rewards.....	10
Appendix B – Behaviour for Learning Ladder – EYFS .....	12
Appendix C – Behaviour for Learning Ladder – Lower School .....	13
Appendix D – Behaviour for Learning Ladder – Upper School.....	14
Appendix E – Behaviour and Sanctions Flowchart .....	15
Appendix F – Behaviour for Learning Ladder expectations .....	16
Appendix G – Mosaic Golden Rules .....	18
Appendix H – Reflection Sheet .....	19
Appendix I – Behaviour Report Card – EYFS and KS1 .....	20
Appendix J – Behaviour Report Card – KS2.....	21
Appendix K – Bullying Report Form .....	22
Appendix L – Behaviour Support Plan.....	24
Appendix M - Parent Code of Conduct .....	26
Appendix N – Home School Agreement .....	27
Appendix O – Headteacher’s Award .....	28

## 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 Jewish 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 house points.

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**. To ensure all children are supported through our BLL, we have included sensory breaks to prevent children moving to **Amber** or **Red** and support them to regulate their behaviour. Our sanctions and reward systems are elaborated upon later in this policy.

### 2.3 Zones of Regulation

When pupils feel a connection, they feel belonging and significance. Often that is enough for inappropriate behaviour to stop. **Zones of Regulation** are used to encourage co and self-regulation. Adults in school connect with the pupil before offering options for correction. We encourage pupils to self-regulate and use the Zones of Regulation to help manage their emotions. This approach helps pupils to develop an understanding of their own emotional state and provides them with strategies to regulate their behaviour. Pupils are encouraged to identify when they are in each 4 zones and use strategies to move to a more regulated state. When pupils are able to recognise their emotions and self-regulate, this is seen as a positive response to their behaviour.



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 Stakeholders

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 Parent expectation

- adhere to the Home School Agreement (**Appendix M**)
- 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 (**Appendix L**)
- 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.

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*).

### 3.3 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 H*)

### 3.4 Headteacher expectations

- implement the school's Behaviour Policy consistently throughout the school, and to report to the governors, when requested, on the effectiveness of the policy.
- Delivering sanctions such as 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.
- implement the school's policy on behaviour and discipline.

### 3.4 Governor expectations

- setting down these general guidelines on standards of discipline and behaviour (Statement of Principle for Behaviour and Discipline)

- reviewing their effectiveness and impact on the children
- support the Headteacher in adhering to these guidelines.

#### 4. 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 *(See Appendix A)*

#### 5. 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.

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

A further strategy that the SLT may adopt is to introduce a 'Behaviour Report Card' *(see Appendix I)*. 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

If a child completes 2 or more reflection sheets or displays level 4 behaviour more than twice in a week, a **Behaviour Support Plan** will be implemented and meeting will take place with parents to agree targets.

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.

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 E* for more details on the sanction levels at Mosaic.

#### 6. 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 outline the **Reintegration Strategy** that will be in place to support the child and outline clearly their targets (see Exclusion Policy)

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

## 7. 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.

## 8. 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).**

### **11.5 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.

Bullying in school and outside school is taken extremely seriously. It is everyone’s responsibility to prevent occurrences of bullying and to deal with incidents quickly and effectively. To report an incident of bullying, staff must complete a bullying incident form which will be fully investigated by a member of SLT **(See Appendix K) (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.

## **9. References**

The behaviour management 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

## Appendix A – Rewards

### A.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.

#### A.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

#### A.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?”

#### A.1.3 Whole school positive Dojos:

Each class will have the 6 **Mosaic Golden Rules**, Golden Moment, End of the day Rainbow and Headteacher award 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**
- Headteacher Award = **5 Dojo points**

The pupil with the most Dojo House Points on Friday will receive a certificate in assembly.

### A.3 Mosaic Time

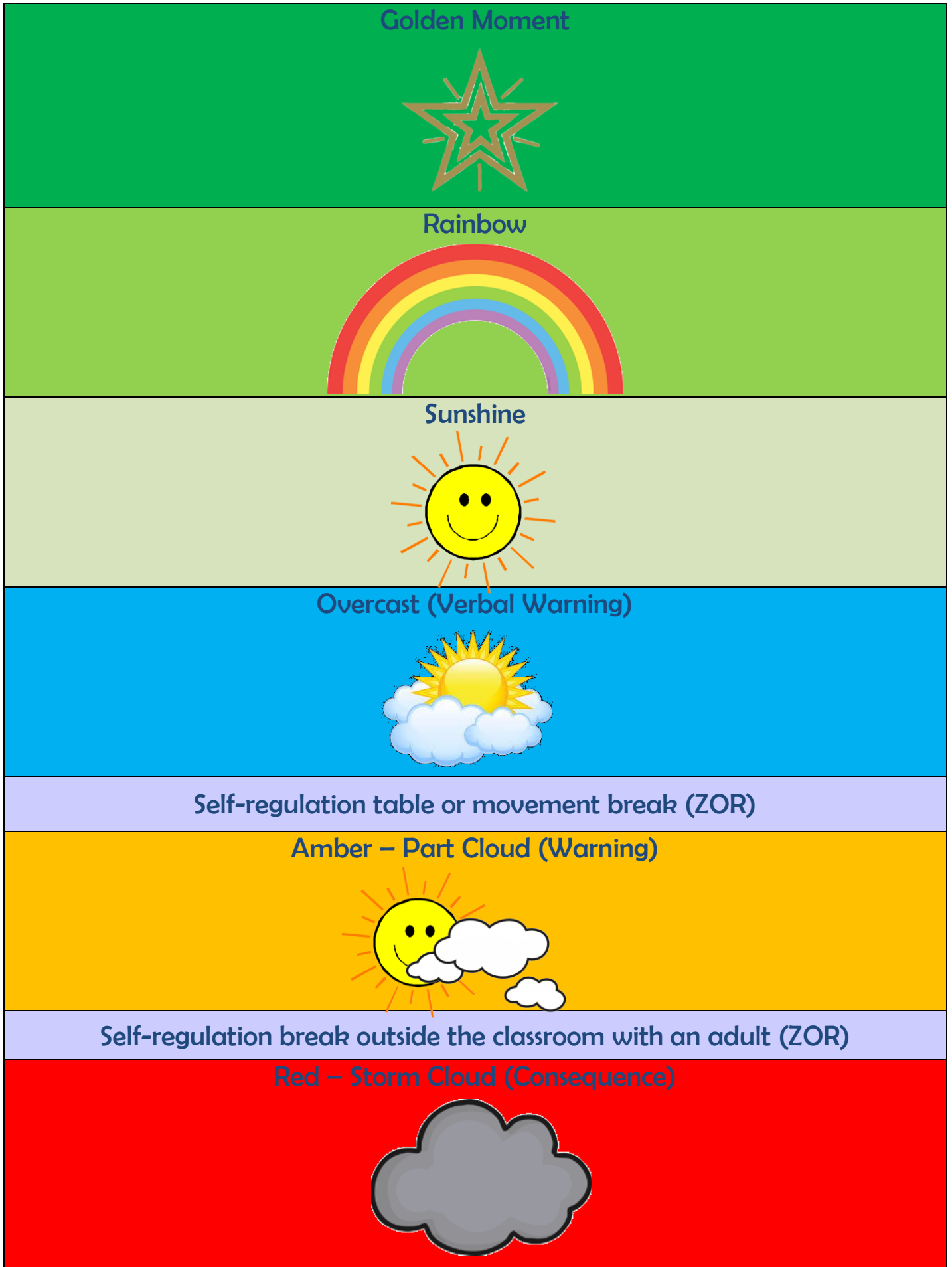
30 minutes of timetabled, high-quality free choice activities that the children earn through their positive behaviour choices. All children start the week with 30 minutes 'in the bank' and can only lose time if they move through the Behaviour for Learning Ladder (BLL) due to poor behaviour choices. Each 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 playing games online.







### A.4 Weekly Values Award

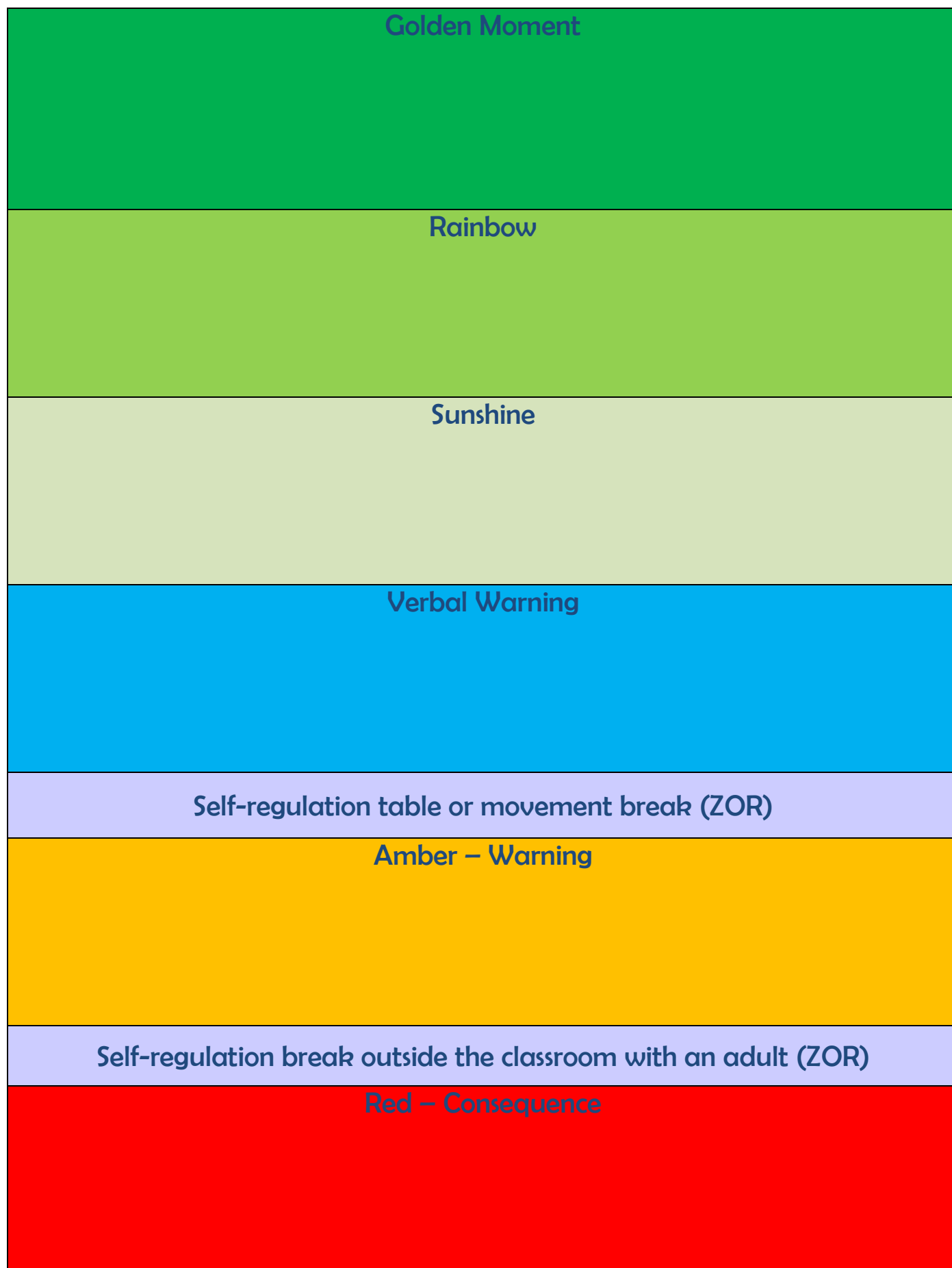
Each week, one child from each class is awarded a values certificate in assembly for demonstrating our focus value of the half term.

## **A.5 Headteacher Award**

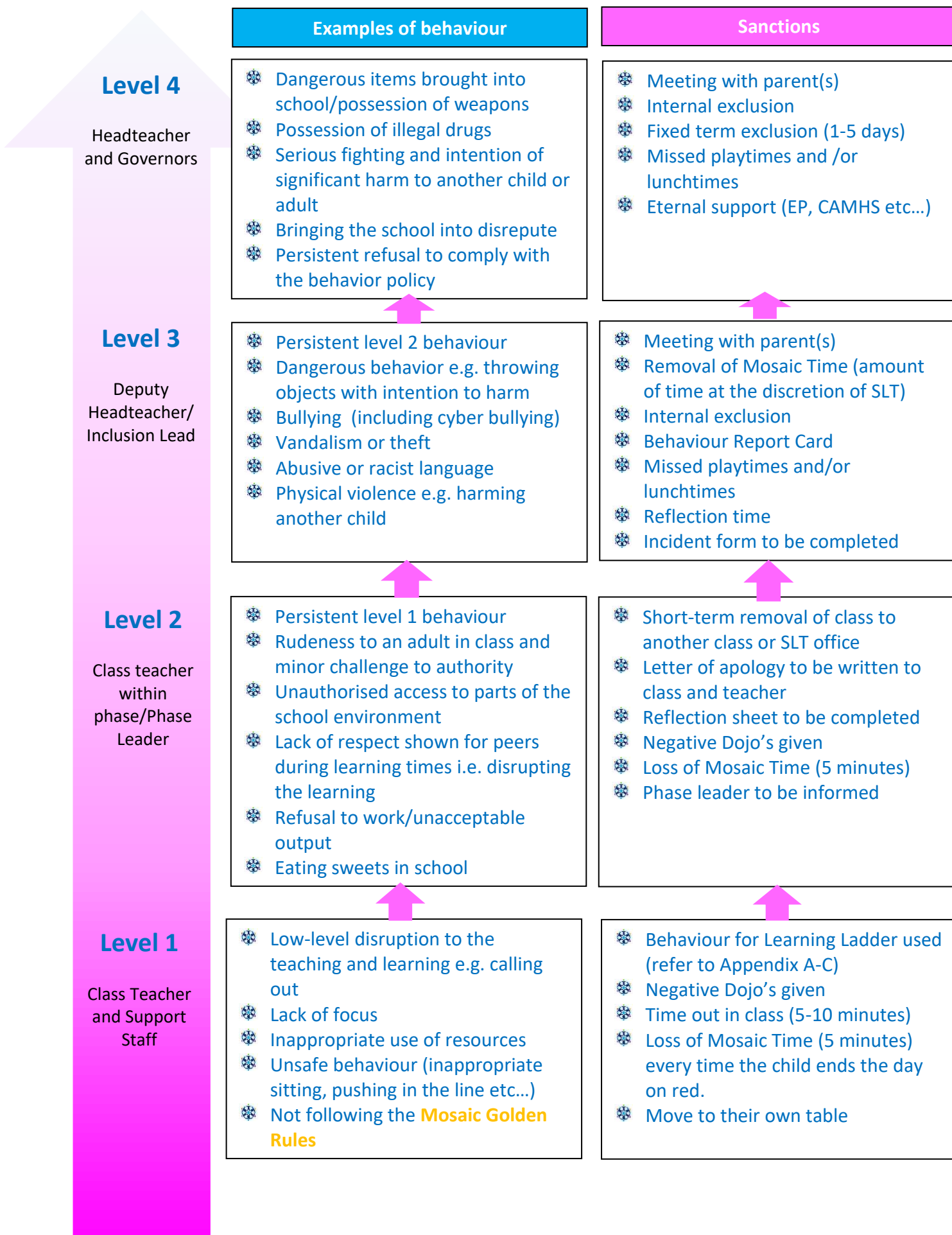
All children will have the opportunity to earn **Gold, Silver** or **Bronze** Headteacher awards for demonstrating any of our Mosaic Golden Rules. When they are awarded one, their class teacher will give them a **gold, silver** or **bronze** star to add to their chart (see appendix O). All children will start with their **bronze** Headteacher award and, once they have completed their chart, they will bring it to the Headteacher who will present them with a certificate in the Shabbat assembly. They will then move up to the **silver** Headteacher award and so on.






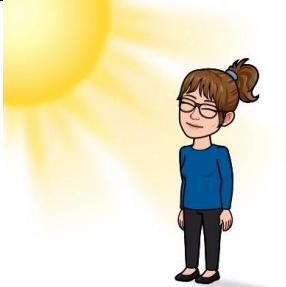








<p>Golden Moment</p> 
<p>Rainbow</p> 
<p>Sunshine</p> 
<p>Overcast (Verbal Warning)</p> 
<p>Self-regulation table or movement break (ZOR)</p>
<p>Amber – Part Cloud (Warning)</p> 
<p>Self-regulation break outside the classroom with an adult (ZOR)</p>
<p>Red – Storm Cloud (Consequence)</p> 



## Appendix E – Behaviour and Sanctions Flowchart



<p><b>Headteacher Award</b></p> 	<p><b>Headteacher Award</b></p> <p>5 Dojo points</p> 
<p><b>Rainbow</b></p> 	<p>I have done something amazing</p> <p>2 Dojo points</p> 
<p><b>Sunshine</b></p> 	<p>I am making good choices and trying my best.</p> <p>All children start their day on the sunshine</p> 
<p><b>Overcast (Verbal Warning)</b></p> 	<p>I am reminded to make good choices.</p> <p>Refer to <b>Mosaic Golden Rules</b></p> 
<p>Self-regulation table or movement break (ZOR)</p>	
<p><b>Amber Part Cloud (Warning)</b></p> 	<p>I need to try harder.</p> <p>Growth Dojo given and reminded of the next steps and discuss steps to success</p> 
<p>Self-regulation break outside the classroom with an adult (ZOR)</p>	
<p><b>Red Storm Cloud (Consequence)</b></p> 	<p>I am not making good choices and will issued with a consequence.</p> <p>Mosaic time missing and / or spoken to by a member of SLT. Growth Dojo given.</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.



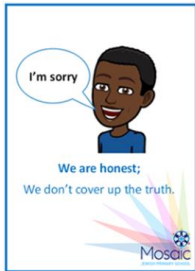
## Mosaic Jewish Primary School Reflection Sheet

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

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

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

### Which Mosaic Gold Rules did I break?



I'm sorry

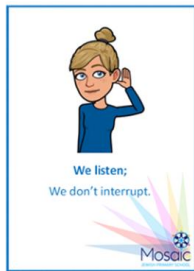
We are honest;  
We don't cover up the truth.

Mosaic



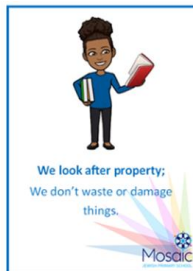
We are gentle;  
We don't hurt others.

Mosaic



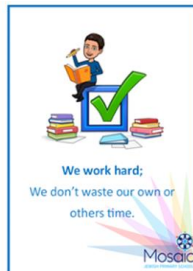
We listen;  
We don't interrupt.

Mosaic



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

Mosaic



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

Mosaic



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

Mosaic

### What happened?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Adult: Next Steps

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

**Appendix I – 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 J – 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						

## Bullying Report Form

**Location/event:**

**Date of incident:**

**Time of incident:**

<b>Type of behaviour displayed/experienced:</b> (Please Tick)			
Isolation/being ignored or left out		Spreading rumours	
Physical/being hit or hurt		Forced into actions against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		Written	
Cyber (On-line, social media, email, text, posting photos/videos)		Other (please specify)	
Possessions taken or damaged			

**Names of individuals involved:**

		Gender	Age	Role*
1				
2				
3				
4				
5				
6				

\*Role: **V** Victim

**P** Perpetrator **A** Associate

**B** Bystander

**Where did bullying behaviour occur?**

Classroom	
Playground	
Lunch hall	
Toilets	
Other (specify)	

<b>Are there indications that the behaviour was related to any of the following:</b>			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Sports ability	

**Brief summary of the behaviour:**

--

**Action taken**

Overall (include details if incident referred on):

--

With each individual involved (noted on page 1):

--

In "Action Taken", include any sanctions, exclusions, parental involvement, or involvement with external agencies.

<b>Form completed by:</b>	<b>Date:</b>
---------------------------	--------------

Appendix L – Behaviour Support Plan

Behaviour Support Plan	
Pupil Name:	
Class:	
Year group:	
Medical condition/needs:	
Staff working with pupil:	
Date plan starts:	
Date of next review:	
Reasons for the behavior:	
Any SEND that may affect behavior:	
Strategies for maintain positive behavior:	
Triggers and warning signs:	
Reactive strategies:	
Support after incident:	
Skills and likes:	
Achievements:	
Likes:	
Dislikes:	
Agreement:	Parents/Carer name:  Parent/Carer signature:  Staff name:  Staff signature:  Date:



Behaviour Plan – Log of incidents

Date	Description of behavior	Trigger for incident	Action Taken

## Parental Code of Conduct



The school expects parents and carers to:

- \* Respect the caring ethos of the school.
- \* Understand that parents and teachers need to work together for the benefit of the children.
- \* Demonstrate in their own behaviour that all members of the school community should be treated with respect and understand that even if there is conflict due to an oversight, parents must remain calm and respectful.
- \* Approach school staff to help resolve issues.
- \* Work with the school to build relationships with its staff.
- \* Know that children cannot be moved on request of the parent.
- \* Seek to clarify a child's version of events with the school's view to bring about a resolution to any issue.
- \* Correct their own child's behaviour where it could lead to conflict.

In order to support a peaceful and safe school environment the school does not tolerate:

- \* Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, office or other area of school grounds.
- \* Showing a lack of respect for the professionalism of the teaching profession and the teachers at the school.
- \* Loud or offensive language, swearing, cursing or displaying temper.
- \* Damaging or destroying school property.
- \* Sending abusive or threatening emails, text/voicemail/phone messages or other written communication.
- \* Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff at the school on Facebook, What's App or other social media sites.
- \* The use of physical aggression towards another adult or child.
- \* Chastising someone else's child.
- \* Smoking or consuming alcohol or drugs on school property.
- \* Bringing unauthorised pets on to school premises.

If any of these behaviours occur, the school may contact the appropriate authorities and, if necessary, ban the offending adult from entering school grounds.

INSPIRE

RESPECT

EXCEL

## Appendix N – Home School Agreement

Children’s experience of school is happier and more successful when staff, parents and children understand their responsibilities and work together towards the same goals. With this in mind we ask all parents and children to read and sign the MJPS Home School Agreement.

### 1. The school will:

- ✿ maintain a high standard of education
- ✿ care for each child’s safety and well-being
- ✿ endeavor to meet the needs of all children
- ✿ set homework to extend the curriculum work in school
- ✿ help children to understand their role in the school community and beyond
- ✿ communicate regularly and effectively with parents
- ✿ provide termly meetings to discuss the progress of children
- ✿ provide opportunities for parents to become involved in school life.

### 2. I/We as parents/carers will:

- ✿ make sure that each child arrives at school on time
- ✿ make sure children wear appropriate school uniform in line with the school’s code and that the PE/games kit is brought to school each week
- ✿ support our children in participating in all curricular activities available
- ✿ support our children with homework tasks and ensure homework is returned within the set time
- ✿ attend termly consultations with the class teacher
- ✿ support and work with the school in ensuring that The Mosaic Rules are always adhered to
- ✿ work in partnership with the school to develop positive attitudes towards those from different cultures and races and with different feelings, values and beliefs
- ✿ ensure that holidays will not be taken during school term time
- ✿ ensure that any photography taken of children other than my own will not be circulated without the parents’ permission

### 3. As a pupil I:

- ✿ understand that I have rights within the school as well as responsibilities to ensure that those rights are maintained for everyone
- ✿ will be prepared for, and be willing to participate in, all school activities
- ✿ will make sure that all homework is completed to the best of my ability and handed in on time
- ✿ will always behave sensibly, keeping myself and others safe. This includes the way I walk up and down the stairs and around the school
- ✿ will show respect for all members of the school community by following the school’s Mosaic Rules

Parent’s/Carer’s name: \_\_\_\_\_

Pupil’s name: \_\_\_\_\_

*Having read and understood this agreement, we promise to abide by its contents.*

Signed : (parent/carers) \_\_\_\_\_

Signed : (pupil) \_\_\_\_\_

Signed : (Headteacher) \_\_\_\_\_

Date: \_\_\_\_\_

# Headteacher’s **Bronze** Award


# Headteacher’s **Silver** Award


# Headteacher's **Gold** Award
