Mosaic Partnership Trust

Behaviour Principles Written Statement (Ref 22MPTBPS)

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History of most recent Policy changes

Version	Date	Page	Change	Origin of Change
V1.0	01/09/2024	Whole Document	Adoption by the Mosaic Partnership Trust and Implementation	New Academy Trust requirement of a Behaviour Principles Written Statement
V1.0	1/09/2025		No changes	Reviewed
V1.0	1/09/2026		No changes	Reviewed

Behaviour Principles Written Statement (Ref 22MPTBPS)

Overview:

This Overarching Statement of Behaviour Principles applies to children when in school, engaged in extracurricular activities, when travelling to and from school, on educational visits and when being educated as a member of the Mosaic Partnership Trust. It is written in the context of equality, diversity, inclusion and belonging being at the heart of the Trust ethos and one where calm, smiling adults and predictable responses lay the foundations for a climate that works for everyone.

Each School has its own behaviour policy to reflect their individual community, so the purpose of this document is to outline the broad principles under which all our schools operate. Each policy will be applied with consistency and fairness, with regard to each individual situation, with moderation as appropriate at Central Trust level, where data is analysed in relation to behaviour, with due regard and scrutiny of our more vulnerable groups.

Aims:

The aim of this statement is that all individuals at the Mosaic Partnership Trust learn to take responsibility for their own good behaviour and take the first steps to becoming valued members of our diverse society. We encourage our schools to have a strong ethical framework that enables children to make thoughtful, reflective and positive choices. We encourage all our staff to nurture children from the school gate and the classroom door and to be emotionally consistent, valuing and celebrating the individual.

Rationale and Guidance:

At the Mosaic Partnership Trust our schools will work alongside parents to encourage children to reach their potential. We recognise that positive behaviour is a requisite if we expect children to grow personally, socially and academically. We believe that positive behaviour needs to be carefully developed. The welfare of the children is paramount.

All Mosaic Partnership Trust schools should:

- encourage children to treat others as they would want to be treated, with respect and appreciation of difference and diversity
- celebrate and reward positive choices of behaviour
- provide a safe, secure, reflective and happy environment
- believe every individual in the school community needs to take responsibility for their own actions
- support through help, encouragement and positive modelling of expectations
- accept that mistakes are part of the learning process
- respect differences, whether it be race, gender, age, sexuality, religion, disability, socio-economic background or other protected characteristics
- value each individual opinion
- have a positive atmosphere and 'ethos'.

The emphasis is on encouraging positive behaviour through high expectations, a focus on learning, opportunities to be reflective and through positive recognition. Our behaviour principles are not primarily concerned with rule enforcement, they are a means of promoting strong relationships that foster belonging, so that people can work together with the common purpose of helping everyone to learn. They aim to allow everyone to work together in an effective and considerate way with courtesy and respect.

It is recognised however, that on occasions sanctions are necessary to demonstrate that poor choices of behaviour are not acceptable and to deter other children from similar behaviour. Children must own their own behaviour and understand that misbehaviour has consequences. Clear sanctions will enable the child to reflect on and learn from their behaviour and to make reparation wherever possible.

Some children, for example those with special educational needs, physical or mental health needs and looked after children can experience particular difficulties with behaviour and the school will seek to ensure that such children receive behavioural support according to their need. The lived experiences of our children will be very different and this should be considered in any approach that a school takes.