MOSAIC SCHOOLS ACADEMY TRUST

TRUST BEHAVIOUR STATEMENT

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:	CEO/Executive Headteacher
Approved by:	Achievement & Standards
Date of Review:	November 2026
Date of Next Review:	November 2027

VERSION CONTROL

Date	Change
September 2024	New over-arching statement of Trust approach to behaviour management
November 2025	First paragraph amended to emphasise belonging, trust, respect, fairness, prevention, inclusion and restoration Trust and School Accountability reworded to clarify the role of the Trust board and LGB in ensuring consistent application of policies New paragraph added to link behaviour, attendance and inclusion

MOSAIC SCHOOLS LEARNING TRUST APPROACH TO BEHAVIOUR MANAGEMENT

At Mosaic Schools Learning Trust, our vision is to create schools where every child feels a sense of belonging, purpose and pride. We believe that positive behaviour is learned, modelled and nurtured through relationships built on trust, respect and fairness. Our approach prioritises prevention, inclusion and restoration so that every pupil can learn and thrive in a safe, supportive community.

We consider behaviour to be positive when pupils are motivated, engaged in learning, respectful of others, and able to work effectively in collaboration with peers and staff.

Trust and School Accountability

The Trust Board sets the overarching principles and expectations for behaviour through this statement. Local Governing Bodies ensure that each school's policy reflects these principles and that it is implemented with fairness and fidelity.

Each school within the Trust has its own Behaviour Policy which sets out in detail how the Trust approach is implemented. These individual policies are reviewed annually to ensure they remain compliant with updated DfE guidance, including statutory expectations relating to restrictive intervention, attendance, equality and inclusion.

Trust-Wide Behaviour Aims and Values

- Each of these policies will embrace the whole Trust approach to behaviour which aims to ensure positive relationships are built between children, staff and parents
- ensure a secure, safe and supportive environment for all members of the community
- foster the positive values of consideration, tolerance, courtesy and mutual respect for others
- encourage children to take responsibility for their own actions
- promote the development of self-esteem, self-discipline and high standards of behaviour
- support everyone in reaching their full potential, academically and socially
- provide praise and recognition of good behaviour and give appropriate sanctions where behaviour does not meet expectations
- encourage parents and carers to be involved in the development of their child
- value the rights of individuals and promote a zero tolerance of bullying and harassment, including online, prejudice-based or discriminatory incidents
- prepare pupils for their future economic well-being and for responsible citizenship within modern Britain

The underlying values and principles of this approach are:

- physical violence and retaliation are not acceptable
- punctuality and attendance are essential
- all members of the school's community should respect each other and the environment
- everyone is treated fairly and equitably
- that positive behaviours are recognised and responded to appropriately
- effective procedures are in place to evaluate and monitor this policy

- all forms of bullying and harassment are unacceptable
- individuals own their own behaviour
- Restorative Justice is an effective way of dealing with conflict
- Zones of Regulation or other similar programmes support children in managing their own behaviour
- reasonable adjustments will be made for pupils with SEND or additional needs, ensuring inclusive and proportionate responses to behaviour

To support these principles, schools ensure that curricula are purposeful, inclusive, and engaging, and that all staff act as positive role models to develop pupils' self-esteem, self-discipline, and motivation to reach their full potential. Behaviour and wellbeing are interdependent, and each school will promote emotional literacy, resilience, and mental health awareness through its curriculum and pastoral systems.

Attendance, Inclusion and Exclusion

The Trust recognises that behaviour, attendance and inclusion are interlinked. Schools will maintain strong systems to promote excellent attendance and punctuality, address persistent absence early, and use suspension or exclusion only as a last resort. Any exclusion or suspension must follow statutory DfE guidance and be reported to the Trust in line with policy. Alternative provision and reintegration plans will be implemented swiftly and sensitively to support pupils' ongoing success and wellbeing.

We believe we will be successful for staff when:

- the behaviour policy and code of practice is fully understood and applied consistently across the Trust
- all members of the school communities promote and develop empathy and respect for others including understanding of trauma and attachment related issues
- staff feel empowered to manage pupils' behaviour successfully and are supported through professional development in behaviour management, inclusion and relational practice
- praise and sanctions are fairly used for both work and behaviour
- the curriculum is relevant, planned and well delivered to motivate all children
- classroom organisation and resource retrieval systems support effective teaching and learning
- all members of staff feel confident in asking for advice and support
- the need to be flexible in professional judgement is acknowledged and acted upon
- reports of anti-social behaviour are acted upon promptly
- any incidents involving seriously unacceptable behaviour, loss, theft, damage to property and inappropriate remarks are recorded using the appropriate forms

We believe we will be successful for pupils when they feel:

- safe from bullying, including religious, racial and sexual incidents and online or prejudice-based harassment
- appropriate behaviour and good practice are recognised in all areas of school life
- confident to talk to staff and others when they feel they are risk

- privileges and positive reinforcement are given consistently by all staff
- all members of the community are treated as individuals with respect and consideration regardless of sex, age, creed or colour and that their differences are valued and celebrated
- supported to understand and manage their emotions and behaviour through wellbeing, mentoring and emotional literacy programmes

We believe we will be successful for parents when they:

- feel they understand the Trust's systems and procedures and support it
- feel that the management of pupils' behaviour in all Trust schools is consistently good
- feel that staff deal with behaviour issues patiently and positively
- accept their responsibilities for supporting the school rules and the school's code of conduct
- feel they can support the school when trying to resolve behaviour and conflict issues