



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



Marden Vale
CE Academy

Learning and Behaviour Culture

Policy Date: Nov 2025

Review Date: Nov 2027

'Children are not born with an understanding of the rules of acceptable behaviour – they have to learn them and need adults to help them do this.' – Unknown

1. Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of a behaviour policy, that sets out the behaviour expectations of all pupils in DSAT Academies and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. Staff understand the need to educate pupils about behaviour, to support their growth as respectful, law abiding citizens. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our Academies on a regular basis, including rewarding and sanctioning pupils.

This policy is for all staff and volunteers in DSAT Academies and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

2. Aims of the Policy

2.1 Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Academy's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and the Academy in the implementation of this policy;
- The adults encountered by the pupils at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

2.2 As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Develop trusting relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Adults should seek to understand the whole child and their behaviour within the context of their life experiences.
- Show appreciation of the efforts and contributions of all.

3. Approach

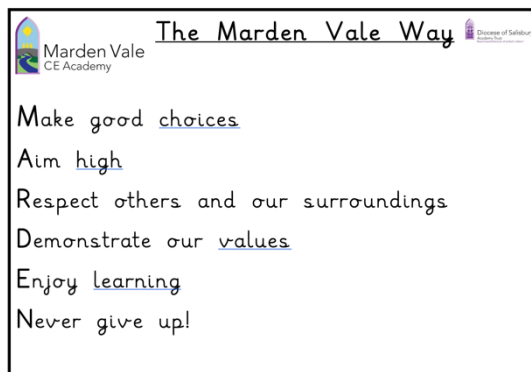
- To involve all of the Academy community in making and celebrating the rules
- To ensure that everyone knows and practises the core values and vision of the academy
- To regularly use a variety of strategies, such as Circle Time, to promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- To ensure that all staff are conscious of the example they set the whole time
- To focus on the child's behaviour and not the child him/herself

- To seek guidance from outside agencies when extra support is needed
- To take ownership of behaviour issues

3.1 We believe it is important that all members of the community have a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel safe and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

3.2 We recognise the importance of explicitly training children to develop self-discipline and self-regulation. We provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

3.3 At Marden Vale CE Academy we explain and demonstrate the behaviours that we wish to see using 'The Marden Vale Way', which incorporates our values of trust, thankfulness, perseverance, respect, compassion and courage. Alongside these we expect courteous behaviour like walking quietly and sensibly around the school and holding open doors. All adults will use the THRIVE approach to help children understand the need to make the right choice. At the start of the school year teachers will work with their class to decide their own class charter. Rules are also agreed for outside areas. We ensure that all children are praised for behaving well and good behaviour by individual children, groups or classes is especially recognised and rewarded, e.g. stickers, house points etc.



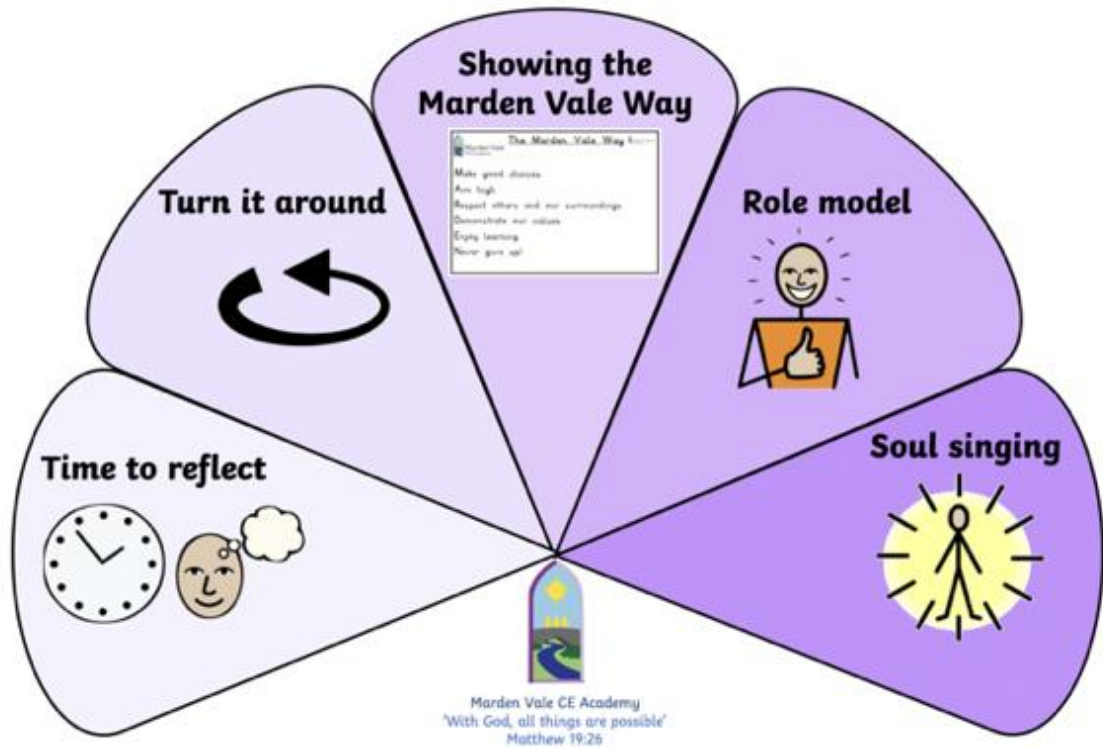
3.4 The school works hard to acknowledge and celebrate the efforts and achievements of children, both in and out of school. On Fridays, certificates for extra curricula activities, sports medals or trophies, etc. are presented in a whole school meeting. Each week we celebrate examples of Christian Values being lived out across the school. In addition, staff can nominate pupils for a Head Teacher's Award for outstanding achievements, or for being an outstanding role model for our values or a kind act in or out of school.



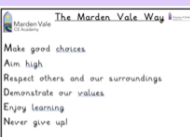


3.5 At Marden Vale CE Academy, we value the school partnership with parents. Our teachers are accessible, approachable and accommodating to parents. Whether there is good or unacceptable behaviour to report, we believe that parents should be informed and be part of the ongoing process to commend good behaviour and eradicate inappropriate behaviour. We rely on parents for support. The importance of the parent/teacher partnership and its positive effects on pupils can be enormous. For pupils with behaviour problems, it is absolutely crucial. If things begin to go wrong for a child in the school, the expectation is that the school can call on the parents for extra support when implementing reward and sanction systems and discussions between parents and staff need to be open, honest and at all times polite.

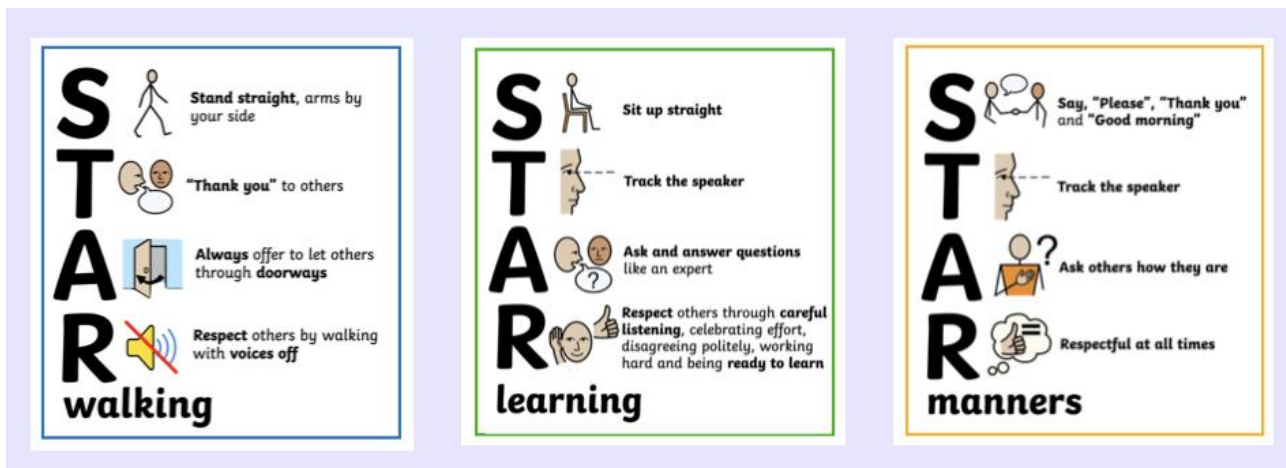


children for life's emotional ups and downs. The approach teaches us how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.

- 4.1 All of our children are THRIVE profiled to ensure that their needs are met.
- 4.2 Whole classes receive THRIVE behaviour sessions once a term alongside targeted group and 1-2-1 sessions with our THRIVE practitioner.



<p style="text-align: center;">Reflection</p>  <p>Might look like:</p> <ul style="list-style-type: none"> - Has not turned it around - Continues to show behaviours that are not following the MV Way <p>Action to take:</p> <ul style="list-style-type: none"> - Move seat - Time out of class - Restorative conversation with the member of staff who has sanctioned reflection time including completing a reflection sheet (where repeated reflection sheets have been completed, parents will be informed) 	<p style="text-align: center;">Turn it around</p>  <p>Might look like:</p> <ul style="list-style-type: none"> - Lack of focus - Distracting others - Lack of effort in learning - Not following adult instructions - Displaying behaviours that are not the MV Way <p>Action to take:</p> <ul style="list-style-type: none"> - Verbal/ visual warnings and reminders - Brain/ learning break / time in another space - Opportunity with positive reinforcement and modelling of desired behaviour to move back to showing the MV Way 	<p style="text-align: center;">Showing the Marden Vale Way</p>  <p>Might look like:</p> <ul style="list-style-type: none"> - Engaging in lessons - Actively taking part - Putting effort into learning - Following adult instructions - Encouraging others - working well with peers - Taking care of the classroom/ school environment and equipment 	<p style="text-align: center;">Role model</p>  <p>House points for:</p> <ul style="list-style-type: none"> - Lining up - Showing Values - Homework - Thoughtful responses and contributions - Individual successes - Consistent role models of behaviour expectations 	<p style="text-align: center;">Soul singing</p>  <p>Calendar call out</p> <p>Celebrate with Headteacher</p> <p>Positive communication with home</p> <p>Star of the week</p> <p>Celebration certificate</p>
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5. Rewards

- 5.1 Our emphasis is on rewards to reinforce good behaviour, rather than on sanctions. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for students.
- 5.2 Every child within the school is a member of a 'house'. Children earn house points for themselves as well as their house. Generally house points are given for achievements related to learning. Whole school house point totals are collated, shared and celebrated in collective worship weekly.
- 5.3 Lunchtime behaviour is rewarded with house points and table of the week.
- 5.4 Class teachers are welcome to create their own whole class reward system to support the positive behaviour of the class. E.g. Raffles, punch cards, marbles in jar etc.
- 5.5 Celebration certificates are handed out each week in Celebration worship. These are chosen by the class teacher to celebrate achievements
- 5.6 Star of the week certificates are handed out on a weekly basis and chosen by class teachers. These are handed out in Celebration Worship and are linked to our Values.

6. Sanctions

'Punishment doesn't teach better behaviour, restorative conversations do' – Paul Dix

6.1 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central, disapproval, is a powerful sanction. Children who make a poor choice and behave inappropriately are quickly reminded of their choices and expectations.

6.2 The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions;
- Group sanctions should be avoided as it breeds resentment;
- There should be a clear distinction between minor and major offences;

- It should be the behaviour rather than the person that is punished.

6.3 When discussing behaviour incidents with children, it is important that all adults talk to them with a quiet, calm and non-confrontational voice.

6.4 The following sanctions are permitted for use at Marden Vale CE Academy;

- Non-verbal warnings;
- Informal verbal warning that is not recorded;
- Missed minutes of break or lunch time with class teacher;
- Reflection time with a member of staff, reflection sheets are completed (in the event that a child has to complete 5 reflection sheets in a term, parents will be invited in for a collaborative and supportive discussion about supporting behaviour);
- Phone call from HT/DHT/Pastoral lead to discuss behavior;
- Letters home;
- Time out of class, away from peers;
- All behaviour instances to be recorded on Arbour by the member of staff, who dealt with the incident.
- Behaviour visual to promote positive behaviour which are shared with pupil, parent and staff
- Scheduled 'lunch club' in attendance in the THRIVE NEST.

6.5 In extreme circumstances, Fixed Term Suspension or Permanent exclusions will be considered in line with the Exclusions Policy.

6.6 Staff are supported to follow a restorative justice approach and will never say, "Why did you do that?" Children must be calm before being questioned and scripts should be followed.

We encourage adults to work through the following questions:

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- What do you need to do now so that the harm can be repaired?

In order to create and maintain a safe, secure and happy environment for all children, it is essential that bullying is identified as early as possible and dealt with firmly. Children are encouraged to speak to an adult if they, or someone else, experience bullying. Opportunities for such disclosures may be found for example in 'Circle Time'. Once identified, the bullying can be dealt with appropriately. (For further guidance see Anti-Bullying Policy.) Where possible, everyone is encouraged to forgive each other and to make up.

7 Monitoring and Evaluation

7.1 Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:

- Gender
- Ethnicity
- SEN
- Age

7.2 This work forms part of our policy on Equal Opportunities.

7.3 Home / School agreement:

- Every parent is expected to sign the Home / School agreement when their child starts at the Academy as an indication of the partnership between home and the Academy. This

agreement should be re-issued to parents regularly to remind them and their children of its importance.

8 Confiscation of Inappropriate Items

8.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:

8.1.1 The **general power to discipline** – enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

8.1.2 The **Power to search without consent** for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

8.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

8.3 Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise it is for the teacher in consultation with SLT when necessary, to decide if and when to return a confiscated item.

9 Reasonable Use of Force

9.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Any incidents involving use of force should be recorded and parents/carers should be informed.

9.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

9.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

10 The role of the Headteacher

10.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the behaviour policy consistently throughout the school, and to report to LGB members, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

10.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

10.3 The Headteacher keeps records of all reported serious incidents of misbehavior, these are recorded on Arbor on the day the incidents have occurred.

10.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are taken in line with DfE, LA and trust guidelines. Parents whose children have been excluded for longer than 5 days have the right to appeal the decision, in accordance with statutory guidance.

'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want, there can be no gaps between the adults on what matters. It is this consistency that is most important.' – Paul Dix, *'When Adults Change, Everything Changes'*

11 Further information:

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Anti-bullying Policy
- Exclusion Policy
- Equality Policy