



# Lincroft Academy

## CARE to Learn-

### Rewards and Behaviour Policy

|                 |                               |
|-----------------|-------------------------------|
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| Changes         |                               |
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## **1.0 Introduction**

At Lincroft Academy, we are committed to a therapeutic approach that ensures every member of our school community feels known, valued, and supported. We are an inclusive school that celebrates diversity and promotes a strong sense of belonging.





Our CARE to learn- Rewards and Behaviour Policy supports both academic achievement and the social, emotional, and mental well-being of our students. This policy is to be read in conjunction with the Academy's policies:

- [Anti-Bullying Policy](#)
- [Child Protection & Safeguarding Policy](#)
- [Physical Restraint and Use of Reasonable Force Policy](#)
- [Uniform Policy](#)
- [DfE Suspension & Permanent exclusion Guidance](#)
- [Trust Equality Diversity and Inclusion policy](#)
- [Trust Mental Health & Wellbeing Policy](#)
- [Trust Transporting Pupils Guidance](#)
- [Trust Substance Misuse & Education Policy](#)
- [Trust Anti-Bullying Policy](#)
- [DfE Screening, Search and Confiscation guidance](#)
- [Trust E safety & Acceptable Use Policy](#)
- [Trust SENDV Policy](#)
- [Trust ICU Policy](#)
- [Trust Complaints procedure](#)
- [Trust Attendance Policy](#)
- [The Equality Act 2010](#)

## **1.1 Our Therapeutic Foundations: Values, Rationale and Practice**

At Lincroft Academy, students have helped shape the core values that guide our rewards and behaviour policy. Rooted in Therapeutic Thinking and relational practice, our CARE values support well-being, relationships, and personal growth as we strive to be the best we can be.

At Lincroft Academy our values are:

|   |  |
|---|--|
|  <b>Community</b>  | We contribute to a shared sense of belonging where everyone can thrive and feel known, valued and supported. |
|  <b>Aspiration</b> | We aim high and work hard for personal and academic growth.  |
|  <b>Respect</b>    | We value everyone's voice and always show kindness and care to each other, our school and ourselves.         |
|  <b>Excellence</b> | We take pride in always being the best we can be.  |

All students have the right to learn, and teachers have the right to teach in a mutually respectful environment. Our behaviour policy is not just a set of rules; it is a shared framework which is inclusive and promotes personal responsibility, emotional development and valued behaviours. It provides clarity and consistency while remaining flexible and responsive to individual needs. Good behaviour is expected, acknowledged and regularly celebrated and detrimental and dangerous behaviours are recognised, managed and the student supported in strategies to modify their behaviour.

### Why This Matters

We understand that students may face a wide range of challenges that influence their behaviour. Our therapeutic approach recognises that:

- Emotional regulation is a skill that can be taught, modelled and practised.
- All behaviour serves a purpose and reflects an underlying need or feeling.
- Positive relationships are central to student engagement, safety and success.
- Positive experiences can create helpful feelings, and helpful feelings can create valued behaviours.

### What This Looks Like in Practice

Our approach to behaviour is built on shared responsibility, where everyone plays a role in creating a positive school environment. Staff respond calmly and consistently, treating all students with fairness and respect. We focus on understanding individual needs, supporting students to make things right when mistakes happen, and always separate behaviour from identity. Positive choices and progress are recognised and celebrated, and we maintain high expectations while offering the compassion and support each child needs to succeed. The language used to describe behaviour is as follows:

- **Valued** – behaviour that supports learning and CARE in our school community.
- **Detrimental** – behaviour that disrupts learning or impacts others in a negative way.
- **Dangerous** – behaviour that risks the safety of the child or others.

This is intended to make our communication clearer and to ensure that the language we use is consistent and focused on supporting positive choices.

### **1.2 Therapeutic Behaviour: Restoring trust and relationships**

Our approach is respectful and empathetic, focusing on learning, repairing relationships and rebuilding trust, helping students become more responsible and resilient. When things go wrong, we create a safe space for everyone involved to share their views, understand what happened, reflect on the impact, find ways to avoid similar issues in future, and move forward with confidence.

### **1.3 When this policy applies**

This policy applies to all students at Lincroft Academy both in school and, when necessary, outside of school—including during holidays—where behaviour impacts the well-being of others, the school's CARE culture, or its reputation. This includes any conduct that brings, or is likely to bring, the school into disrepute, disrupts the school's orderly running or threatens others.

## **2.0 Roles and Responsibilities**

### **2.1 Academy counsellors**

- Academy Counsellors are responsible for reviewing our CARE to learn- Rewards and Behaviour policy
- Academy Counsellors review the impact and effectiveness of the Academy's CARE to learn -Rewards and Behaviour policy, including the reward systems, ensuring all approaches are equitable and inclusive.

### **2.2 Principal:**

The Principal provides overall leadership for behaviour and rewards. They will:

- Set the vision and high expectations in line with our CARE values.
- Lead the implementation of the CARE to Learn – Rewards and Behaviour Policy.
- Oversee the recognition and celebration of positive behaviour across the Academy.
- Monitor behaviour and ensure all incidents are dealt with fairly and consistently.

The Principal holds overall responsibility for student and staff conduct, sets the Academy's behaviour aims, and is the only person authorised to:

- Issue fixed-term suspensions
- Permanently exclude a student

### **2.3 Leaders:**

Leaders work with the Principal to ensure the policy is lived out every day. They will:

- Promote and model fair, consistent behaviour expectations.
- Support staff to respond to behaviour in a relational and reflective way.
- Monitor behaviour data and address patterns or concerns.
- Ensure rewards and consequences are applied equitably across the Academy in line with the policy.
- Provide training and guidance to strengthen therapeutic approaches.
- Work in partnership with staff, parents, and carers to support students' wellbeing and growth
- Engage in ongoing training to strengthen therapeutic approaches to behaviour and improve support for students.

### **2.3 Staff:**

Staff are expected to consistently follow the CARE to learn – Rewards and Behaviour policy, using it to guide their practice and interactions with students in a calm, fair, and reflective manner. This includes:

- recognising and reinforcing positive behaviour, effort, and emotional growth through the Academy's reward systems (CARE Cup).
- considering individual needs—including medical or special educational needs—and remaining mindful of the Equality Act to ensure equitable and compassionate responses.
- modelling positive behaviour, emotional regulation, and respectful relationships always.
- addressing behaviour that falls short of expectations, using relational, proportionate, and restorative approaches that support learning and emotional development (follow the CARE Code)
- Responding to behaviour both on and off school premises (e.g. trips, transport), always in a calm, consistent, and therapeutic manner.
- Reasonable force being used only when necessary to prevent harm, prioritising de-escalation and emotional safety, in line with [DfE guidance](#).
- Search, confiscate items, and assign consequences as appropriate, in line with our CARE Code ensuring such measures are part of a wider restorative response aligned with DfE guidance.

### **2.4 Parents and Carers are requested to:**

- Support the Academy's CARE to learn – Rewards and Behaviour policy and its focus on emotional growth, positive relationships, and valued behaviours.

- Work in partnership with the Academy, by sharing concerns early, engage in discussions about their child’s behaviour and supporting agreed plans and strategies.
- Acknowledge and support the Academy’s responsibility to respond to behaviour both in and out of school, including the use of appropriate consequences and student safety
- Support key Academy policies (shown on page 2)—such as the Uniform Policy and Attendance Policy—as part of creating a consistent and respectful learning environment for all students.

## 2.5 Students:

Will adopt and demonstrate the CARE values of the school and in doing so will demonstrate our valued behaviours:

| CARE Value   | Valued Behaviours   |
|--|---|
| <p><b>Community</b><br/> <i>We contribute to a shared sense of belonging where everyone can thrive and feel known, valued and supported.</i></p> | <ul style="list-style-type: none"> <li>• We help others feel included and welcome, including visitors.</li> <li>• We are respectful when travelling to and from school or representing Lincroft Academy (including online).</li> <li>• We keep our school clean and tidy—we take pride in our environment.</li> <li>• We are considerate and respectful of our Neighbours and local community.</li> <li>• We use eating areas responsibly and calmly.</li> <li>• We move safely around the school using our CALM corridors, SOAP, following one-way systems, and staying in bounds</li> </ul> |
| <p><b>Aspiration</b><br/> <i>We aim high and work hard for personal and academic growth.</i></p>   | <ul style="list-style-type: none"> <li>• We arrive to school and lessons on time, ready to learn, with the correct uniform and equipment.</li> <li>• We complete lesson work, home learning, and coursework on time and to the best of our ability.</li> <li>• We stay in lessons or agreed spaces to maximise learning time.</li> <li>• We focus on our learning and show CARE in our work.</li> <li>• We attend school every day and follow routines to support our learning.</li> </ul>  |
| <p><b>Respect</b><br/> <i>We value everyone’s voice and always show kindness and care to each other, our school and</i></p>                      | <ul style="list-style-type: none"> <li>• We follow instructions from all staff respectfully.</li> <li>• We treat everyone with kindness and respect, including people of all identities and backgrounds (Equality Act 2010).</li> <li>• We respect the school’s property, buildings, and equipment.</li> <li>• We respect others’ personal space and belongings.</li> <li>• We follow health and safety guidance in school and during</li> </ul>  |

|   |  |
|---|--|
| <i>ourselves.</i>   | <p>travel.</p> <ul style="list-style-type: none"> <li>• We comply with school procedures for searches and screening if needed.</li> </ul>  |
| <p><b>Excellence</b></p> <p><i>We take pride in always being the best we can be</i></p> | <ul style="list-style-type: none"> <li>• We follow all routines that support a calm, focused learning environment.</li> <li>• We always follow CARE for others (CALM corridors, SOAP, No contact).</li> <li>• We represent the school positively in public and online.</li> <li>• We build positive habits that help us grow socially, emotionally, and academically.</li> </ul> |

### **3. Promoting Positive Behaviour**

#### **3.1 Behaviour for Learning curriculum**

At Lincroft Academy, we have a behaviour for learning curriculum, which models and reinforces the behaviour we expect from students to ensure that they demonstrate excellence every day.

The ten areas of behaviour that we explicitly teach via our behaviour curriculum are:

- Our CARE values (see section 1.1)
- [What is CARE?](#)
- [CARE around the Academy](#) - CALM corridors , SOAP
- CARE for each other- No contact rule, Anti bullying Charter, Respectful language
- CARE to attend – Importance of attendance and Punctuality
- CARE for our work - Pride in work presentation
- CARE to learn- behaviour for learning principles
- [CARE CUP](#) -Awards and rewards
- [READY to learn routines](#) – positive start and ends to lessons
- [CARE Code](#)- stages of support and change and behaviours and consequences

The curriculum is explicitly taught during the first few weeks in Autumn term alongside the Curriculum subjects and thereafter during tutor time, assemblies and Principal’s message. To build knowledge and facilitate its retrieval, at the start of each term, the Lincroft Academy behaviour curriculum is revisited through CARE assemblies and continuously referenced and reinforced throughout the year.

Teachers will demonstrate these behaviours and ensure students have opportunities to practise these. It is expected that all students will know this content. The process for teaching the behaviours explicitly is as follows:

- IDENTIFY the behaviour we expect

- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTICE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

### **3.3 Student expectations and valued behaviours**

At Lincroft Academy, we expect all students to demonstrate our CARE values. These principles guide how we treat one another, how we approach learning, and how we contribute to our community. While the examples in [What is CARE?](#) are not exhaustive, they illustrate what it means to embody the CARE values in everyday actions.

### **3.4 Behaviours That Do Not Support Our Values**

We recognise that students may sometimes make mistakes. When this happens, we respond with compassion, consistency, and clear consequences that support students in learning from their actions. However, detrimental or dangerous behaviours that undermine our values – including, but not limited to, those listed in [What is CARE?](#) – will be addressed to ensure the safety, wellbeing and quality of education of our school community. In cases where school property is damaged or vandalised, students and/or their families may also be held financially responsible for the cost of repairs or replacements.

### **3.5 Banned items that must not be brought to school**

To keep our school community safe, inclusive, and focused on learning, the following items are strictly prohibited on school premises and trips:

- Alcohol, illegal drugs, vaping devices or paraphernalia
- Medication not handed into the office with prior consent
- Weapons or dangerous items such as knives, BB guns, catapults, fireworks, laser pens or imitation firearms/knives
- Smoking items including cigarettes, lighters, tobacco or related paraphernalia
- Pornographic, discriminatory, extremist or offensive material (in any format)
- Electronic items that disrupt learning, such as gaming devices or unauthorised audio/video equipment
- Aerosol cans, Tippex, water pistols or other disruptive products
- Stolen goods or items brought to school to sell or trade
- Energy drinks
- Cans or glass bottles/containers
- Chewing gum

- Any item considered harmful, unsafe or disruptive by school staff

The above list is not exhaustive. Any banned items will not be returned and will be disposed of securely and safely.

### **3.6 Safe Handling of Personal Items**

To help maintain a safe and focused environment, some items may be looked after by staff if they are inappropriate for school or pose a risk. Students are expected to comply with this reasonable request.

Mobile phones should not be seen or heard on school premises. If seen or heard during the day, staff will hold the phone until the end of the day. On a first occasion, students usually collect it themselves. Repeated use may require a parent/carer to collect and may involve an escalation of response.

Non-uniform items, such as hoodies, may also be held by staff. If needed, we'll offer a suitable alternative for the day.

All items are stored safely, but the school cannot accept responsibility for loss or damage.

Please see section 3.5 for further information on the return of banned items.

### **3.7 How we approach investigations**

Our approach includes:

- Gathering clear, non-judgemental accounts from all students involved
- Speaking with witnesses (including staff) and reviewing any available CCTV.
- Keeping families informed while respecting the confidentiality of all students—we do not share details of other students' actions or sanctions
- Applying consequences fairly, with a focus on learning and personal growth
- Offering follow-up support through our House teams
- Using Restorative Justice to rebuild relationships and encourage accountability

We aim to handle all concerns sensitively, ensuring every student feels heard and supported.

## **4. Healthy eating and allergy awareness**

We encourage students to make healthy, responsible food choices to support wellbeing, concentration, and lifelong habits.

### **Healthy Eating Expectations**

- Students should bring or choose nutritious snacks and balanced meals.
- High-sugar and high-caffeine items, including energy drinks, are banned.

- Chewing gum is banned from the Academy
- Food should only be eaten in designated areas like the dining hall – not in classrooms or corridors, unless agreed as part of a supervised provision.

### **Nut Allergy Awareness**

While we are not a nut-free school, we take allergies seriously and aim to reduce risks:

- Please avoid sending nuts and do not allow food-sharing between students.
- Staff are trained to respond to medical emergencies and follow health plans.
- Deliberately endangering others with allergens will be treated as a serious behaviour incident

## **5. Safeguarding- related behaviour concerns**

### **5.1 Bullying**

At Lincroft Academy, we believe every member of our community has the right to feel safe, respected, and valued. Please see our full Anti-Bullying policy, which explains how we prevent, identify, and respond to bullying.

### **5.2 Responding to child-on-child abuse including sexual harassment and violence**

In our Academy, every student's safety and wellbeing are our highest priority. We take all reports of child-on-child abuse, sexual harassment or violence seriously and respond with care and respect. We encourage all students to speak up about anything that makes them feel uncomfortable – no matter how small they think it may seem.

Please see our Child Protection and Safeguarding Policy for full details on how we keep students safe and supported.

## **6.0 Recognising and responding to behaviour**

### **6.1 Rewarding positive behaviour: CARE CUP- Awards and rewards**

At Lincroft Academy, we actively recognise and reward positive behaviour to support student growth, wellbeing, and motivation. We value not only academic achievement but also the everyday actions that reflect our CARE values.

When students demonstrate Community, Aspiration, Responsibility, and Excellence, they earn CARE Credits, helping them see the link between their behaviour and success. We also encourage wider personal development through participation in our [PLEDGES](#) programme.

How we celebrate positive behaviour:

- CARE Credits awarded regularly for valued behaviours
- Verbal and written praise shared with students and families
- PLEDGES

- Individual awards including:
  - Tutee of the Week
  - Senior Tutor Aspiration & Excellence Awards
  - Head of House Community Award
  - Proud Principal Moment
- CARE Cup League for tutor groups, with weekly and half-termly awards for:
  - Achievement
  - Attendance
  - Behaviour
  - Overall performance
- Milestone recognition (Bronze to Diamond) for CARE Credit totals
- Celebration events, including:
  - Whole-school assemblies
  - Tutor group and school-wide Rewards Breakfasts
  - Annual CARE Awards Evening

By recognising positive behaviour in meaningful ways, we aim to build a culture of encouragement, pride, and community spirit.

## **6.2 Responding to Behaviour: Support, Reflection and Growth**

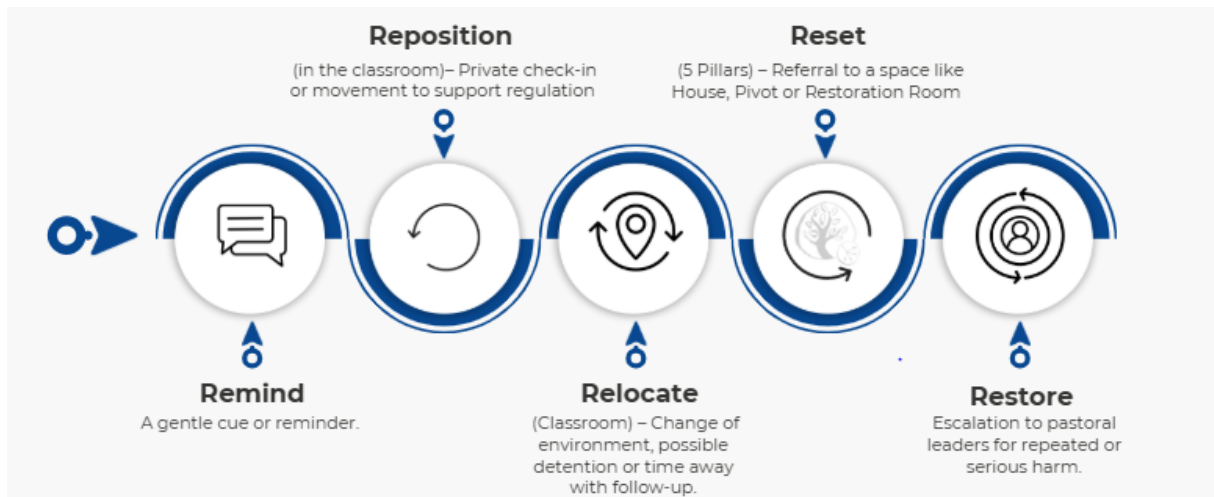
At Lincroft Academy, we believe all behaviour is a form of communication. When students do not to meet expectations, we seek to understand the underlying causes and respond in a calm, relational, and learning-focused way – not through blame.

Our approach aims to:

- Maintain safety and emotional support
- Protect learning for all
- Promote reflection and repair
- Preserve the student's dignity

Staff use observation, relationships, and restorative dialogue to understand and support students. Responses are consistent, compassionate, and tailored to both the impact of the behaviour and the student's needs.

We use a staged response framework (5 Rs), which may include but is not limited to:



Consequences alone do not lead to lasting change, where appropriate we support students after incidents with meaningful, therapeutic interventions designed to promote accountability and growth.

These can include (but not limited to):

- Restorative conversations to explore impact and repair relationships
- Mentoring or coaching sessions to build social and emotional skills
- Pastoral Support Plans for students with ongoing needs
- Therapeutic input (e.g. Thrive, emotional coaching)
- Targeted support via our 5 Pillars of Inclusion
- Referral to outside agencies such as Early Help, CAMHs etc

We aim to move students from reactive to reflective – building their ability to self-regulate, understand consequences, and rejoin the learning community with confidence.

### **7. Targeted Support and Inclusion Pathways.**

At Lincroft Academy, we understand that students’ behaviour and engagement can be affected by a range of emotional, social, and academic factors. Our 5 Pillars of Inclusion reflect our commitment to ensuring the right support for the right students at the right time.

These five supportive spaces are designed to respond flexibly to students’ needs, helping them to regulate, recover, re-engage and succeed, both in and beyond the classroom. Access to each area is determined through careful consideration of the student's needs and is part of our graduated, therapeutic response to behaviour and wellbeing.

Please see our 5 pillars of Inclusion link in section 3.1 for more information.

### **8. Serious responses and external considerations**

#### **8.1 Use of Reasonable Force**

In rare and exceptional situations, staff may need to use reasonable physical intervention to keep students safe or to protect others.

This may be necessary if a student is (but not limited to):

- At risk of harming themselves or someone else
- Causing serious damage to property
- Disrupting learning in a way that cannot be safely managed otherwise

Any use of physical intervention will:

- Only be used as a last resort, when all other strategies have not worked
- Be minimal and for the shortest time necessary
- Be done with care to protect the dignity and safety of everyone involved
- Never be used as a punishment

All incidents will be recorded, reviewed, and communicated to parents or carers.

## **8.2 Behaviour beyond the School Gates**

Students are expected to always uphold our school values and behaviour standards – including when off-site, in the community, on school trips, or when identifiable as part of Lincroft Academy (e.g. in uniform, travelling to or from school or using school platforms). Online behaviour, including use of mobile phones, smart watches, or social media, must also align with these expectations. Where behaviour off-site or online impacts others or school life, we may respond in line with our behaviour and safeguarding policies. The school may also involve external agencies, including the police, where necessary, and will act in accordance with our Safeguarding Policy if a student is at risk of harm.

## **8.3 Responding to Serious or Persistent Behaviour Concerns**

In some cases, when behaviour seriously disrupts the learning or safety of others—or when a student is not responding to other supportive strategies—we may need to consider a period of time away from the academy. These decisions are never taken lightly and always made in the best interests of the whole school community.

## **8.4 Suspension (Fixed-Term Time Away from School)**

A suspension is a short period of time when a student is required to stay home, complete schoolwork away from the Academy. This may happen when (not limited to):

- There has been a serious incident
- There is ongoing behaviour that has not improved, despite support and intervention

The decision to suspend a student is made only by the Principal, in consultation with other senior leaders and relevant staff.

In some situations, the following may be used:

- Internal suspension, where students stay on-site but are separate from the wider student body and supported in a quiet, structured space
- Temporary appropriate timetables
- 1:1 support or coaching away from usual lessons

We want every student to return to school ready to re-engage positively. Reintegration support and a restorative meeting will usually take place before the student returns to regular classes.

### **8.5 Behaviours That May Lead to Suspension or Exclusion (Examples Only)**

We always consider the full context – including intent and student needs – before making decisions. However, some behaviours are serious enough that they may lead to suspension or permanent exclusion.

These include (but are not limited to):

- Physical violence, threats, or intimidation
- Dangerous or unsafe actions that risk harm to others
- Setting off fire alarms or misusing emergency equipment
- Offensive, abusive, or discriminatory language
- Prejudice-based incidents (e.g. racism, sexism, homophobia, ableism)
- Sexual harassment or inappropriate sexualised behaviour (including online)
- Vandalism, arson, theft, or serious damage to property
- Inappropriate use of shared spaces (e.g. misusing toilets)
- Possession or use of illegal substances
- Smoking or vaping on/near school grounds
- Possession of banned, dangerous, or prohibited items
- Unsafe or harmful use of devices or technology
- Filming or encouraging unsafe behaviour for social media
- Persistent refusal to follow expectations
- Bringing the school into disrepute including online behaviour
- Making false allegations against staff or students

This list is not exhaustive. In any serious case, the Principal may decide on suspension or exclusion based on the behaviour and its impact.

### **8.6 Offsite Direction & Managed Move**

An offsite direction or managed move may be considered at the Principal's discretion. Please refer to the [DfE Guidance on Exclusions and Suspensions](#)

### **8.7 Meridian House**

Some students may access their education through Meridian House, a bespoke provision based on the Sharnbrook Academy site, for learners from Lincroft Academy, Sharnbrook Academy, or The Ferrers School.

Meridian House offers a small, supportive setting aimed at:

- Building positive relationships
- Reducing suspensions and exclusions
- Supporting students who face ongoing challenges in mainstream settings
- Helping students develop the skills, values, and confidence needed for future success

The flexible curriculum is tailored to individual needs, preparing students for Post-16 education, training, or apprenticeships. Every student is supported to achieve their best academically and personally

### **8.8 Permanent Exclusion**

At Lincroft Academy, permanent exclusion is always a last resort. While our approach is rooted in relational practice and restoration, we also have a responsibility to uphold a safe, respectful, and inclusive environment for all students and staff.

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the Academy.

In cases of serious or persistent breaches of the behaviour policy, including detrimental or dangerous behaviour, permanent exclusion may be considered. Any decision to exclude a student will be made in accordance with the Department for Education's statutory guidance on suspensions and permanent exclusions. Please refer to the [DfE Guidance on Exclusions and Suspensions](#) for full details.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

In accordance with DfE guidance, the Principal reserves the right to withdraw or cancel a permanent exclusion before the hearing if new information emerges or restorative alternatives become viable ([DfE Guidance, paragraphs 13–14](#))

### **8.9 Malicious allegations against staff**

At Lincroft Academy, we are committed to a safe, trusting, and transparent environment. We take all student allegations against staff seriously and handle them with care, following our Child Protection and Safeguarding Policy. If an allegation is found to be deliberately false or malicious, the situation will be handled sensitively. The Principal will decide the best response, considering the full context and the student's needs, in line with our rewards and behaviour policy.

## **9. Supporting families and monitoring practice**

If you require further assistance or advice, you can contact:

- House teams
- Jodie Attreed, Vice Principal [Jattreed@lincroft.academy](mailto:Jattreed@lincroft.academy)
- David Roberts, School Inclusion Officer at Bedford Borough on 01234 276809, who can provide advice.
- Bedford Borough SEND Team - [SEND Team · Bedford Borough Council](#)

### **9.1 Monitoring of the Policy**

This Behaviour Policy is a working document that grows with our school's practice, culture, and needs. As we reflect and learn together, it will be reviewed regularly to stay relevant, supportive, and effective. The Academy Council is responsible for formally reviewing it each year to ensure it reflects our values, follows current guidance, and responds to the real experiences of our students, staff, and families