



Lincroft Academy

CARE to Learn-

Rewards and Behaviour Policy

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1.0 Introduction

At Lincroft Academy, we are committed to a therapeutic and relational approach that ensures every member of our school community feels known, valued and supported. We are an inclusive Academy that celebrates diversity and promotes a strong sense of belonging. Our CARE to Learn – Rewards and Behaviour Policy promotes positive relationships, high expectations and a consistent approach to behaviour that enables all students to learn and thrive. Through our therapeutic and relational approach, we support students to develop the skills, responsibility and resilience needed to succeed within our school community.

This policy is to be read alongside relevant Academy and Trust policies and has been developed in accordance with current legislation and statutory guidance.

Related Academy and Trust Policies

- [Anti-Bullying Policy](#)
- [Child Protection & Safeguarding Policy](#)
- [ICT \(Acceptable Use\) 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 Complaints procedure](#)
- [Trust Attendance Policy](#)
- [The Equality Act 2010](#)

This policy has been developed with reference to the following legislation and statutory/non-statutory guidance:

- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, February 2024)

- School Suspensions and Permanent Exclusions (Department for Education, effective from 26 July 2026)
- Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022)
- Keeping Children Safe in Education (DfE, September 2026)
- School Inspection Handbook (Ofsted)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years (DfE, January 2015)
- Equality Act 2010
- Education and Inspections Act 2006 (Section 89)

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:

 Community	We contribute to a shared sense of belonging where everyone can thrive and feel known, valued and supported.
 Aspiration	We aim high and work hard for personal and academic growth.
 Respect	We value everyone's voice and always show kindness and care to each other, our school and ourselves.
 Excellence	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.

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.

We believe that positive experiences create helpful feelings, and helpful feelings promote valued behaviours that enable students to thrive both academically and personally.

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.

To support learning, wellbeing and positive relationships, Lincroft Academy operates as a phone-free school. Students must not access mobile phones, smart watches, earphones or any other personal communication devices during the school day unless authorised by a member of staff or where reasonable adjustments have been agreed. This expectation applies throughout the school site, including before school, during lessons, social times and movement between lessons.

1.4 Key definitions

Valued behaviour – behaviour that reflects our CARE values, promotes positive relationships and supports learning.

Detrimental behaviour – behaviour that negatively affects learning, relationships, wellbeing or the school community.

Dangerous behaviour – behaviour that presents a risk of physical or emotional harm to self or others, causes significant damage to property, or may constitute a criminal offence.

Educational consequences – responses that help students reflect, learn and develop more appropriate behaviours through teaching, rehearsal and restoration.

Protective consequences – actions taken to maintain safety and reduce the risk of harm to students, staff or others. These may temporarily restrict freedoms whilst risk is managed

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

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 and analyse behaviour data to identify trends, evaluate the impact of interventions and ensure that no groups of students are disproportionately affected by behaviour systems or outcomes.
- Ensure rewards and consequences are applied equitably across the Academy in line with the policy.
- Provide training and guidance to strengthen therapeutic approaches.
- Recognise that supporting behaviour can be emotionally demanding and ensure staff have opportunities for reflection, coaching and appropriate wellbeing support
- 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. 4 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.

All staff receive induction and ongoing professional development in Therapeutic Thinking, behaviour management, de-escalation, safeguarding and restorative practice. Leaders provide coaching, guidance and reflective support to promote consistency and ensure staff feel confident in implementing this policy.

2.5 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.
- Support the Academy's phone-free expectations by ensuring students bring their Academy pouch each day and understand the importance of keeping personal devices secured throughout the school day.

The Academy is committed to working in partnership with parents and carers to understand the factors influencing behaviour and to agree supportive strategies that enable students to succeed.

2.6 Students:

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

CARE Value	Valued Behaviours
Community <i>We contribute to a shared sense of belonging where everyone can thrive and feel known, valued, and</i>	• We help others feel included and welcome, including visitors. • We are respectful when travelling to and from school or representing Lincroft Academy (including online). • We keep our school clean and tidy—we take pride in our environment. • We are considerate and respectful of our neighbours and

supported.	local community. • We follow the expectations set in each area when using the 4 zones (eating, active, social and quiet) • We move safely around the school using our CALM corridors, SOAP, No contact rule, following our one-way systems, and staying in bounds
Aspiration <i>We aim high and work hard for personal and academic growth.</i>	• We arrive to school and lessons on time, ready to learn, with the correct uniform and equipment. • We complete lesson work, home learning, and coursework on time and to the best of our ability. • We stay in lessons or agreed spaces to maximise learning time. • We focus on our learning and show CARE in our work. • We attend school every day and follow routines to support our learning.
Respect <i>We value everyone's voice and always show kindness and care to each other, our school and ourselves.</i>	• We follow instructions from all staff respectfully. • We treat everyone with kindness and respect, including people of all identities and backgrounds (Equality Act 2010). • We respect the school's property, buildings, and equipment. • We respect others' personal space and belongings. • We follow health and safety guidance in school and during travel. • We comply with school procedures for searches and screening if needed.
Excellence <i>We take pride in always being the best we can be</i>	• We follow all routines that support a calm, focused learning environment. • We always follow CARE for others (CALM corridors, SOAP, No contact). • We represent the school positively in public and online. • We build positive habits that help us grow socially, emotionally, and academically. • We follow our phone-free school routines by ensuring our phone, smart watch and earphones remain secured in our Academy pouch throughout the school day.

Students are encouraged to share their views about behaviour, rewards and school routines through student leadership opportunities, surveys and other consultation activities. Their views help inform the ongoing review of this policy.

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.

There are ten specific 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, including phone-free routines and responsible use of personal technology
- 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 messages, it is then continuously referenced and reinforced throughout the year. The Behaviour for Learning Curriculum is reviewed annually to ensure it continues to meet the needs of our students and reflects the Academy's CARE values.

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

3.2 Educational and Protective Consequences

When behaviour falls below expectations, the Academy responds using consequences that are proportionate, fair and intended to support learning and safety.

Educational consequences help students understand the impact of their behaviour, repair relationships and develop the skills needed to make better choices in the future. These may include restorative conversations, reflection, rehearsal of routines or additional teaching.

Protective consequences are used when necessary to maintain the safety and wellbeing of students, staff and the wider school community. These may include increased supervision, restricted access to certain areas or activities, removal from a situation, suspension or other measures proportionate to the level of risk. See CARE code.

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 (including imitation 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 Phone-Free School

Lincroft Academy is committed to providing a calm, focused and inclusive learning environment. To support this, the Academy operates a phone-free school during the school day.

Students may bring a mobile phone to school for use whilst travelling to and from the Academy and before and after school hours. However, on arrival, mobile phones, smart watches and wireless earphones must be switched off, placed inside the Academy-issued locking pouch and secured before the start of the school day.

The locked pouch must remain in the student's bag throughout the school day and may only be unlocked at the designated unlocking stations at the end of the school day unless authorised by a member of staff.

Students remain responsible for looking after both their device and their Academy pouch throughout the day.

Reasonable adjustments will always be made where a student's medical needs, SEND or other individual circumstances requiring access to a personal device during the school day.

If a student forgets or loses their pouch, they will be required to hand their phone and any devices into the house office, they will then be able to collect these at the end of the day. All students are given one pouch free of charge, if damaged or lost students are required to replace these by purchasing a new one.

If a mobile phone or smart devices are seen or heard during the day, staff will hold the phone until the next day, where it can be collected by a parent or carer. Repeated use may involve an escalation of response.

Appendix 1 explains the pouch system and how this works.

3.7 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.

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.

3.8 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 if appropriate.

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.

4.1 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.

4.2 Allergy Awareness and Safety

Lincroft Academy is an allergy-aware school and is committed to providing a safe and inclusive environment for students and staff with allergies, in line with statutory allergy safety guidance (Benedict's Law).

All members of our academy community have a responsibility to help reduce the risk of accidental exposure to allergens.

Students are expected to:

- follow any allergy-safety instructions given by staff;
- not share, swap or deliberately give food or drink to another student;
- avoid bringing nuts or nut-containing products into the academy;
- respect the medical needs and individual healthcare plans of others; and
- never use food, allergens or another person's allergy as a joke, threat or means of intimidation.

The academy maintains appropriate individual healthcare and allergy action plans for students with known serious allergies. Staff receive allergy awareness and emergency-response training, including recognising anaphylaxis and the use of adrenaline auto-injectors. Emergency medication is available in accordance with the academy's Allergy Policy.

Deliberately exposing, attempting to expose or threatening to expose another person to a known allergen is a serious safety and safeguarding concern and will be treated as a serious behaviour incident. This includes deliberately contaminating food, surfaces or belongings with an allergen, or encouraging another person to do so.

Bullying, harassment or intimidation relating to a person's allergy or medical condition will not be tolerated and will be addressed in accordance with the academy's CARE to Learn – Rewards and Behaviour Policy and Anti-Bullying procedures.

Further information about the academy's arrangements for preventing and responding to allergic reactions is set out in the Lincroft Academy Allergy Policy.

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, rather than through blame or punitive approaches alone.

Our response to behaviour aims to:

- Maintain safety and emotional wellbeing
- Protect learning for all
- Promote reflection repair and personal responsibility.
- Preserve dignity of every student
- Support students to learn from their behaviour and make positive choices in the future.

Staff use observation, positive relationships, and restorative dialogue to understand and support students. Responses are consistent, compassionate, and proportionate, taking account of both the impact of the behaviour and the individual needs of the student.

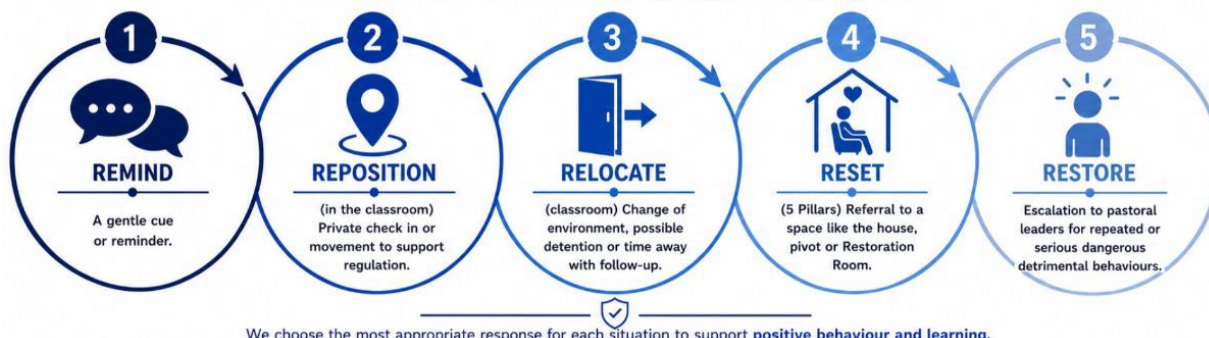
To ensure consistency, staff respond to behaviour using our 5 R's framework. This graduated approach supports de-escalation, encourages reflection and helps students successfully return to learning wherever possible.



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THE 5 R'S

Different situations need different responses.
Our 5 R's help us respond in a calm, supportive and restorative way.



Where a student's behaviour continues to fall below expectations, or where the seriousness of the behaviour requires it, staff will record the behaviour using the Academy's CARE Code. The CARE Code provides a consistent system for categorising behaviour, applying appropriate consequences and identifying where additional support or intervention may be required. It also enables the Academy to monitor behaviour patterns, ensure consistency and identify students who may benefit from further pastoral or therapeutic support.

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

Support may include, but is 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 requiring additional support.
- Therapeutic input (e.g. ELSA, emotional coaching)
- Targeted support via our 5 Pillars of Inclusion
- Referral to external agencies such as Early Help, CAMHS and other specialist services where appropriate.

Our aim to help students move from reactive to reflective — developing their skills to self-regulate, understand the impact of their choices, and successfully re-engage with learning and the wider school community.

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 of Reasonable Force and Restrictive Interventions

Lincroft Academy is committed to creating a safe, calm and supportive environment in which the need to use reasonable force or other restrictive interventions is minimised through positive relationships, preventative approaches and effective de-escalation.

There may, however, be circumstances where staff need to use reasonable force to prevent a student from:

- harming themselves or another person;
- committing an offence;
- causing damage to property; or
- prejudicing the maintenance of good order and discipline at the academy.

Any use of reasonable force will be necessary, reasonable and proportionate to the circumstances and the level of risk presented. Staff should use the minimum level of force necessary for the shortest period required to achieve a lawful purpose.

Where circumstances allow, staff will seek to prevent and de-escalate situations before physical intervention becomes necessary. However, staff are not required to exhaust all other strategies before intervening where immediate action is necessary to prevent harm or manage a significant risk.

Reasonable force will never be used as a punishment or with the intention of causing pain, suffering or humiliation.

When considering or using restrictive interventions, staff will have regard to the individual needs and circumstances of the student, including any special educational needs and/or

disabilities (SEND), medical needs, communication needs, previous experiences and relevant individual plans.

In accordance with statutory requirements, significant incidents involving the use of force will be recorded and reported to parents or carers as soon as practicable. Incidents will also be reviewed to consider the student's wellbeing, whether any further support or adjustments are required, and whether lessons can be learned to reduce the likelihood of further restrictive intervention.

Any use of seclusion will be managed, recorded and reported in accordance with statutory requirements and the academy's procedures for restrictive interventions.

Further information regarding the academy's approach to reasonable force, restrictive interventions, recording, reporting and post-incident support is contained within the academy's relevant safeguarding and restrictive intervention procedures.

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

At Lincroft Academy, we are committed to early intervention, therapeutic support and restorative practice to help every student succeed. Most behaviour concerns are resolved through these approaches alongside the CARE Code and the graduated support available within the Academy.

However, in some circumstances, where behaviour continues to present significant concerns despite appropriate support, or where a serious incident has occurred, it may be necessary to consider a period of time away from the student's usual learning environment. This may include removal from lessons, suspension, off-site direction, a managed move, placement at Meridian House or, in exceptional circumstances, permanent exclusion.

These decisions are never taken lightly. They are made only after careful consideration of the individual circumstances, the support already provided, the needs of the student, and

the safety, welfare and education of the wider school community. Wherever possible, any period away from mainstream learning will be accompanied by appropriate support, planning and a structured reintegration to maximise the student's successful return

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
- Clare Foster, Secondary Inclusion Lead at Bedford Borough on 01234 276768, 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



APPENDIX 1

PHONE-FREE SCHOOL

COMMUNITY

ASPIRATION

RESPECT

EXCELLENCE

Lincroft Academy is a phone-free school during the school day.

This appendix explains how our system works in practice so that all students, staff and families understand our expectations and routines.



1 OUR PHONE-FREE EXPECTATION

- Mobile phones, smart watches and wireless earphones must remain switched off and secured in the Academy pouch throughout the school day.
- This includes lessons, break times, lunchtime and movement around the Academy.
- Students may only use their device before school on arrival and after school once they have exited the site, unless a member of staff has given permission or reasonable adjustments have been agreed.
- The expectation applies everywhere on the school site, including toilets, changing rooms and outdoor areas.

2

2. HOW IT WORKS – DAILY ROUTINE

MORNING ARRIVAL



1. Switch off your phone, smart watch and wireless earphones.
2. Place them in your Academy pouch.
3. Lock your pouch before the start of the school day.
4. Keep your locked pouch in your school bag.

END OF THE DAY



1. Leave lessons at the end of the day.
2. Use the designated unlocking stations at the end of the school day (3:05 pm) to unlock your pouch.
3. Collect your devices and leave the site.

Students remain responsible for their device and their pouch at all times.



3. IF YOU FORGET YOUR POUCH

If you forget your Academy pouch:

- Hand your phone, smart watch and wireless earphones into your House Office at the start of the school day.
- Your device will be securely stored.
- You will collect it from the House Office at the end of the school day.



4. LOST OR DAMAGED POUCH

- Bring your Academy pouch to school every day.
- Lost or deliberately damaged pouches may incur a replacement charge.
- Replacement pouches must be purchased via the Finance Office.

5

CONSEQUENCES



Mobile phones, smart watches and wireless earphones must remain switched off and secured in the Academy pouch throughout the school day.

If a device is seen, heard or used during the school day:



The device will be confiscated.



It will be securely stored by the Academy.



A parent/carer will collect the device at the end of the following school day.



The student will receive an SLT Friday detention in line with the CARE Code.

Repeated breaches may result in additional sanctions or further intervention.



6 MEDICAL NEEDS AND REASONABLE ADJUSTMENTS

We will always make reasonable adjustments for students whose medical needs, SEND or other individual circumstances require access to a personal device during the school day. These arrangements will be agreed with the Academy on an individual basis and may include an alternative secure storage or supervised access.



7 FREQUENTLY ASKED QUESTIONS (FAQs)

Can I use my phone if I am ill?

Speak to a member of staff. We have systems in place to support you.

What if I need to contact my parents during the day?

You can use the House Office. We will pass on messages if needed.

What about after-school clubs or activities?

You can unlock your pouch at the designated unlocking stations and then re-lock it if you return to the Academy for a club.

What about educational visits?

Staff will give clear instructions before each visit. Some visits may allow supervised use.

What if my parent needs to contact me urgently?

They should contact the Academy Office who will ensure the message reaches you.

Will this policy change?

We will review our system regularly and ask for student and parent feedback to ensure it continues to work well for our community.

