



Thursday 11 September 2025

Dear Parents and Carers,

## Behaviour Policy 2025/26

I am writing to share an update on our school's approach to rewards and behaviour, now called the CARE to Learn – Rewards and Behaviour Policy. At Lincroft Academy, we are proud to be a community where every child feels known, valued, and supported, and this updated policy builds on that foundation.

### Why a new policy?

Our previous behaviour policy gave us a strong foundation of clear expectations, consistency, and structure. It has helped to create a safe and calm environment for learning. OFSTED (December 2024) commented that *'Pupils appreciate the significant improvements in behaviour since the previous inspection. They learn in a calm environment, where disruptions to learning are rare. When low-level disruption does occur, adults typically address it swiftly and effectively, ensuring lessons continue smoothly. This positive environment supports pupils to concentrate well and enjoy their learning.'* The new CARE to Learn policy builds on these strengths while placing even greater emphasis on relationships, wellbeing, personal growth and celebration of success.

### Key differences from the old policy

Our new approach is rooted in therapeutic thinking and relational practice. The language we use to describe types of behaviour has changed to:

- **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.

In our new policy:

- We will explicitly teach positive behaviour, through our [behaviour curriculum](#).
- Our '[CARE Cup](#)' rewards system will provide more opportunities to celebrate Community, Aspiration, Respect, and Excellence.
- When detrimental or dangerous behaviour occurs, consequences will be more



consistently balanced with a focus on reflection, repair and growth.

- We will provide enhanced support systems to students who need help regulating their behaviour through our Five Pillars of Inclusion.
- The behaviour codes used on our system are changing from NI / N2 / X to C1 / C2 / C3 / C4. While the code labels look different on MCAS, the reasons for issuing a code remain the same. More information can be found in our [CARE Code](#).
- Whilst we still use a stepped approach within the classroom, the language has changed from warn/move/remove to remind/reposition/relocate.

#### **What remains the same?**

- Our high standards and expectations, with our CARE values as the foundation.
- Clear consequences for unsafe and/or detrimental behaviours.
- Our commitment to a safe and calm environment where all students can thrive.
- We continue to ensure the right support for the right student, at the right time.

#### **Why this matters for your child**

We know that children sometimes make mistakes as they grow. Our approach recognises that these moments are opportunities for learning. By separating behaviour from identity, and by emphasising repair and responsibility, we help students build confidence, emotional intelligence, and the strong relationships they need to thrive both in school and beyond.

#### **Working together**

Parents and carers remain central to this partnership. Your support in reinforcing our CARE values at home makes a real difference. We will continue to keep you informed, celebrate successes, and work alongside you if challenges arise.

#### **Additional information**

The full policy can be found [here](#). More information on Therapeutic Thinking, which underpins our approach, can be found [here](#).

If you have any questions, please contact me on [jattreed@lincroft.academy](mailto:jattreed@lincroft.academy).

Yours sincerely,

Jodie Attreed

**Vice Principal**