



Cleethorpes Academy

Behaviour Policy

Date reviewed:	January 2026	
Approved by:	LGB	March 2026
Next review due by:	January 2027	

For Office Use Only:

Policy Version: 2.2

To make changes to this policy, please email admin@lincolnshiregateway.co.uk.



Lincolnshire Gateway
Academies Trust

Contents

1	Introduction and Purpose of this Policy	3
2	Aims and Objectives.....	3
3	Teaching Good Behaviour	4
4	Responding to the behaviour of students with SEND	4
5	Student Code of Conduct.....	4
6	Behaviour expectations and categories:.....	4
7	Non-negotiable expectations of all students at the Academy	5
8	Items which are banned and should not be brought into the Academy.....	5
9	Rewards	5
10	Disciplinary Procedures	6
11	Permanent Exclusion	7
12	Bullying	7
13	Care, Control and Restraint	8
14	Searching of Students.....	8
15	The role of Teaching Staff	8
16	The role of students.....	8
17	The role of parents	9
18	The role of the Principal	9
19	The Role of Trustees/Governors	9
20	Monitoring and Review	9

1 Introduction and Purpose of this Policy

This policy addresses the promotion of positive behaviour, in accordance with Cleethorpes Academy's values, in relation to children and young people's personal, social and moral development, and also our general policy on rewards and sanctions with regard to student's behaviour.

The DfE has issued advice to schools entitled 'Behaviour in schools' and 'Behaviour and discipline in schools'. The guidance has been adopted and incorporated into the Academy's Behaviour policy. Advice in the KCSIE guidance has also been incorporated into this policy alongside the 'School suspensions and permanent exclusion guidance'.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

[Keeping children safe in education - GOV.UK](#)

[School suspensions and permanent exclusions - GOV.UK](#)

We regard behaviour and attitude as a highly important aspect of a young person's education and development. We believe that it is important that they learn to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, and children and young people need good personal and social skills in order to live fulfilling and rewarding lives as adults. Behaviour which, in any way, disrupts learning, is unacceptable in our academy, and through the constant promotion of positive behaviour, we seek to minimise, if not eliminate any such behaviour. We will endeavour to meet the needs of all children, including those who require additional support, including those with social, emotional and mental health needs. This will ensure that all pupils complete any tasks reasonably assigned to them in connection with their education.

2 Aims and Objectives

This policy aims to regulate pupils' conduct by:

- creating a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment that is respectful of others,
- establishing a whole-school approach to maintaining high standards of behaviour that reflect the values of the Academy and set out the acceptable standard,
- outlining the expectations and consequences of behaviour to promote self-discipline and proper regard for authority,
- providing a consistent approach to behaviour management that is applied equally to all students,
- defining what we consider to be unacceptable behaviour, including bullying and discrimination to prevent all forms of these behaviours including cyber bullying, prejudice-based and discriminatory bullying.

This policy aims to help students grow in safe and secure environments, and to become positive, responsible and increasingly independent members of their academy and the wider community.

Our Academy aims to promote and reward good behaviour nurturing an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3 Teaching Good Behaviour

At the start of each academic year and throughout the course of the year at appropriate times the student will be taught and reminded about the Behaviour Policy. This will involve assemblies, pastoral time and lessons on what the behaviour policy is, what good behaviour looks like and a full explanation of all standards and sanctions. Students will also be taught the reasoning behind the behaviour policy and why excellent behaviour will form a strong foundation for the students' future success.

4 Responding to the behaviour of students with SEND

Cleethorpes Academy consistently and fairly promotes high standards of behaviour for all students and provides additional support where needed to ensure students can achieve and learn as well as possible. The Academy does not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the facts of the situation. Consideration takes place as to whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the Academy refers to the Equality Act 2010 and schools' guidance. Consideration is taken as to whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

5 Student Code of Conduct

Students should always be:

- Supportive of the Academy's Behaviour Policy.
- Have high expectations at all times.
- Polite and Courteous.
- Smartly dressed in our uniform including their equipment (see Student Academy Guide for further details).
- Respectful of others, including their health and wellbeing.
- Aware of what is in their possession so not to bring in any banned items.
- Hardworking in all they do.
- Careful to look after their own and others' property.
- Well-behaved in and out of lessons, during transition between lessons and on the journey to and from the Academy.
- Supportive of the Academy's high standards and reputation.
- Good ambassadors for the Academy both in and out of the Academy and in the local community.

6. Behaviour expectations and categories:

Examples of unacceptable behaviour:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Failure to bring equipment

Examples of serious misbehaviour:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

- Vandalism
- Theft
- Verbal abuse
- Threatening behaviour
- Fighting/physical assault
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour

7. Non-negotiable expectations of all students at the Academy

Entering the Academy	In the classroom
• Arrive on time. • Arrive with the correct uniform and equipment. • Do not bring any banned items. • Remove any non-uniform items you are wearing.	When the teacher is talking: • Sit up straight • Track the teacher • Actively listen • Respect • Silence unless directed.
Moving around the site	Class discussions:
• Walk quietly and sensibly around the site. • Hold doors open for other students and staff. • Respond positively and in sentences when being spoken to by staff. • Respect school property and the site and report those who don't.	• Use full sentences every time. • Use a clear confident voice. • Make eye contact to show you are engaged • Work is written in blue or black pen, all titles underlined with a ruler and all diagrams with a pencil
Breaktime /Lunchtime	Homework
• Queue in a calm and orderly manner. • Be in the correct area – not out of bounds • All litter placed in a bin.	Complete all homework set on time ensuring that it is well presented and at a good standard
Entering the classroom	End of lesson
• Arrive to class within 3 minutes • Stand behind our desks with planner and equipment ready on the table. • Remove coat	• Pack away all equipment • Ensure chairs are tucked under tables and the room is tidy ready for the next class. • Leave in an orderly manner when dismissed by the teacher.

8 Items which are banned and should not be brought into the Academy

- Dangerous articles and substances are forbidden for all students.
 - For example: Matches, lighters, hair products, aerosols. E-cigarettes/vapes, cigarettes, alcohol, fireworks, laser pens, knives, drugs, or any other article of substance deemed dangerous by the academy.
 - Chewing gum, caffeine-based energy drinks, bottles of correction fluid (forbidden by exam boards), inappropriate literature, personal music devices, radios, mobile phones which are not switched off and in a bag unseen, or any other similar devices will be confiscated.

Please note the use of any electronic equipment to record or photograph staff or students at any time without their permission is strictly forbidden.

9 Rewards

At Cleethorpes Academy we celebrate students' success through the carrot rewards system. Carrot rewards provides an easy way for teachers to record and keep track of the great things students do in and out of school. The system works by teachers awarding points whenever they recognise that a student has done well. We encourage parents and students to get familiar

with carrot rewards and celebrate the great things that students are already being recognised for doing.

Students can log in, check how many points they have earned, look at their rankings within the school and receive accolades for outstanding achievements. Students will achieve special awards depending on the number of points they achieve. They can also spend their points on reward items in the online shop.

We feel it is important to give students the positive praise they deserve for performing to the best of their abilities within school. Students who achieve the most carrot points will be rewarded during termly recognition assemblies. However, it is also important to share that success with parents so that it can also be recognised at home. With carrot rewards you will be notified of any accolades and milestones your child receives automatically via email as well as being able to check on their points for the academic year. Students will be shown how to log onto the system in either their ICT lessons or form groups.

We award our students for consistently good work, a positive attitude to their studies, their behaviour in and around the academy and the community, outstanding effort or acts of kindness, good attendance and punctuality.

All teachers will acknowledge the efforts and achievements of young people, both within and beyond this Academy. Along with our carrot rewards programme, student's exemplar behaviour and success are celebrated and recognised in the following ways;

- Recognition Assemblies
- Praise
- Special roles and responsibilities e.g. Student Leadership Team
- Communication home with parents/carers
- Star of the lesson
- Star of the Week
- 100% Attendance Draw and rewards
- Educational Visits and trips

10 Disciplinary Procedures

Our Academy uses a number of sanctions to enforce Academy rules, and to ensure a safe and positive learning environment. Appropriate sanctions are imposed if students fail to meet the academy's high standards.

Students who fail to meet the Academy's high standards should expect to be punished. This includes where behaviour outside the Academy premises affects the Academy or its staff or students. Punishments vary according to the offence but **may** include being given:

- C1 warning;
- C2 afterschool 30-minute detention
- C3 afterschool 45-minute detention
- Multiple C Sanctions include the remainder of the day in the isolation unit and a 60-minutes afterschool detention
- Letters/phone calls home to parents/carers
- Meetings with parents/carers
- Displacement from lessons
- A period of close supervision by means of the Daily Report procedure including an initial 'Monitoring Report' leading to a 'Behaviour Contract Report' then a Pastoral Support Programme Report.
- A period of time in 'isolation' completed in the Isolation Unit
- A period of exclusion to be served in the Inclusion Unit
- A period of fixed term suspension from the Academy

- A step out period at another mainstream education provider as an “off-site direction”
- A 16-week placement at a Pupil Referral Unit (PRU).
- Permanent Exclusion

Behaviour that is exhibited which is more severe will be dealt with by the pastoral team on a case-by-case basis.

11 Permanent Exclusion

Any student engaging in severely inappropriate behaviour will be permanently excluded. The following are examples of the types of behaviour which have led to permanent exclusions in the past:

- Bringing the Academy into serious disrepute
- Possession of a dangerous weapon or use of an item as a weapon
- Behaviour that presents a danger to the welfare of others
- Possession or use of an illegal substance or alcohol
- Possession of drug paraphernalia
- Acts of violence/intimidation/bullying (including cyber bullying) harassment/sexual assault (of students or staff)
- Damage to property
- Theft
- Arson
- Persistent disruption to the learning of others
- Persistent refusal to comply with the discipline procedures of the Academy
- Deliberately setting off a fire alarm
- Malicious accusations against staff

These are only examples and there may be serious incidents not covered above which may also lead to a permanent exclusion at the discretion of the Principal.

12 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. The act of bullying, either in the Academy or out of the Academy (including incidents online), will not be tolerated. It is the responsibility of all (parents, staff and students) to report a bullying incident to any member of the teaching staff.

Bullying will be dealt with seriously. Senior and Pastoral staff are very experienced in dealing with bullying incidents and will advise/support any member of staff who has to deal with any such incident.

The Academy will sanction pupils that are identifiable as members of the Academy when their behaviour online poses a threat or causes harm to another pupil, have repercussions for the orderly running of the Academy or harm its reputation in the local community.

The Academy will never tolerate our students being subjected to sexual violence or sexual harassment. All incidents of sexual violence and harassment will be dealt with in accordance with our Behaviour Policy and Safeguarding Policy.

Child-on-child abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. All members of the Academy community are aware of the importance of challenging inappropriate behaviours and understand the importance of referring these behaviours to the Safeguarding Team.

At our Academy, various systems are in place to support children. These include supporting and promoting the anti-bullying week and regular promotion of the anti-bullying messages and the celebration of diversity and tolerance through the curriculum.

13 Care, Control and Restraint

The purpose of a Care Control and Restraint Policy and Guidelines is to support the educational and other aims of the Academy and to ensure that the conduct of all members of the Academy community is consistent with the values of the Academy. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the document Use of reasonable force in schools - GOV.UK.

Physical control may be necessary on some occasions and the academy reserves the right to use reasonable force when necessary. The degree of force would be the minimum required to control the behaviour and it would be applied in a manner that attempts to reduce, rather than provoke aggressive action. Teachers may for example, physically separate students found fighting, or may physically remove a student who is refusing to leave a room.

Physical restraint is the positive use of force and may be used in order to protect a child from risk, harming others or seriously damaging property. It may also be used when serious disruption prevents others receiving their educational entitlement.

14 Searching of Students

The Academy Behaviour Policy takes full cognisance of the DfE advice regarding screening, searching and confiscation; use of reasonable force, behaviour and discipline in schools. In the first instance staff who suspect students of having inappropriate or banned items should ask the student politely to hand over items that are not allowed in the Academy that they have in their possession.

The Principal reserves the right to authorise a search of students or their possessions (including bags) without their consent if there are reasonable grounds for doing so.

15 The role of Teaching Staff

All teaching staff follow this Behaviour Policy. In this way we can be reassured that consistent practice is achieved. The general principles of the Behaviour policy are as follows:

- Staff are consistent in their implementation of the Behaviour policy;
- Staff are consistent in their use of the Behaviour Policy's common language;
- The Behaviour policy provides a **clear and systematic approach** to managing the standards of behaviour expected of the students;
- Teaching staff **expect excellent classroom behaviour** in order to maintain high standards
- Teaching staff **expect excellent behaviour around the site** in order to maintain high standards
- Teaching staff are **consistent, approachable and proactive**;
- Teaching staff will **involve parents** regularly in student learning;
- Students are taught the **basic routines** in order to create a structured and orderly teaching environment and atmosphere as part of the Academy's behaviour curriculum;
- **Instructions are given clearly** and staff ensure that all students understand them;
- **Positive reinforcement** is used to encourage learning and excellent behaviour. Praise, Rewards and where necessary Sanctions are used to motivate students;

16 The role of students

All pupils deserve to be educated in a calm learning environment that is safe and supportive. To achieve this all students will be made aware of the Behaviour Policy, what is expected of them and they will receive regular reinductions to the expectations to enable them to maintain

the expected standard of behaviour. All new pupils will receive an induction to the behaviour policy via the pastoral team.

- All students are expected to follow the Academy rules on site and the journey to and from the Academy.
- All students must have an aspirational attitude towards their education.
- All students must accept punishments and learn for the future.
- Must understand that the Academy's high expectations are with the best interests of the students in mind.
- Students must have high expectations of themselves.

17 The role of parents

Parents are expected to:

- Work with and support the Academy so that there is a culture where success is celebrated, positive behaviour is reinforced, and high standards of behaviour and conduct are maintained in accordance with the principles of this policy.
- Support their child in adhering to the student expectations.
- Inform the school of any extra-curricular or out of school successes so that these can be celebrated in school.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the school promptly.
- Support the Academy in its approach and high expectations on behaviour.

18 The role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the Academy's Behaviour Policy consistently throughout the Academy and to report to Governors, when requested, on the effectiveness of the policy.

It is the responsibility of the Principal to ensure that all stakeholders are aware of the Behaviour Policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all young people in the Academy.

19 The Role of Trustees/Governors

The Local Governing Body has the responsibility for adopting this policy and of agreeing a set of procedures for their Academy in line with the principles of the policy. They also have the responsibility for keeping this policy under review whilst the Principal has the day-to-day authority to implement this policy.

20 Monitoring and Review

The Principal is to monitor the effectiveness of this policy and related procedures on a regular basis. The Principal will also report to the local governing body on the effectiveness of the policy who, if necessary, makes recommendations for further improvements.