

Behaviour Policy

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Approved by:	LGB	March 2026
Next review due by:	November 2026	

For Office Use Only:

Policy Version: 1.2

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

Policy Intent

The purpose of our Behaviour Policy is to ensure that students are provided with a learning environment which is respectful, responsible, and safe and supports academy, personal and social development. Kirton Academy has high expectation of all students. The current and future success of students dependent upon their ability to understand what is acceptable in school, their future education and throughout life. This policy addresses the promotion of positive behaviour in accordance with Lincolnshire Gateway Academies Trust's general aims and ethos, 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 and Discipline in School.' This has been adopted and incorporated into the Academy Behaviour Policy.

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

We regard behaviour and attitude as a highly important aspect of a young person's education and development. We believe it is important to learn how to behave well towards others and towards the community in which they live. Good behaviour underpins effective learning, 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 minimize, if not eliminate any such behaviour. We will endeavour to meet the needs of all children, including those with social, emotional and mental health difficulties.

Teaching Good Behaviour

Students will be taught how to behave through assemblies, tutor time and standalone sessions as required by an individual. This will involve what the behaviour policy looks like, what good behaviour looks like and a full explanation of the standards and sanctions. Students will be taught the reasoning behind the behaviour policy and why excellent behaviour will form a strong foundation for their future success.

Responding to the behaviour of students with Special Educational Needs and/or Disability

Kirton 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 that it must affect 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. 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 important to seek to try to understand the underlying causes of behaviour and whether additional support is needed.

Students Code of Conduct

Students should always be:

- Polite and courteous
- Smartly dressed in full school uniform
- Respectful of others including their health and wellbeing
- 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, on the journey to and from the Academy
- Adhere to the Academy's high standards and supportive of the academy reputation when representing the Academy
- Adhere to the Academy's Behaviour Policy
- Act in safe, responsible and respectful manner

Disciplinary Procedures

Students who fail to meet the Academy's high standards should expect to receive sanctions. This includes where behaviour outside the Academy site affects the Academy or its staff and students. Sanctions vary according to the incident but may include the following:

- Discussion around behaviour demonstrates and future conduct reminding them of the importance of respecting the education, safety and welfare of others.
- A written task including writing an apology letter
- Letter home to parents/carers
- A detention at lunchtime
- A period of close supervision through the use of Report Cards or a pastoral support programme
- A period of time in internal reflection
- A period of internal suspension in the internal reflection unit or that of one at another school.
- A period of suspension from the Academy (parents will be notified in writing of this sanction)
- Direction of education to another provision or educational establishment
- Permanent Exclusion

Within the classroom environment students can receive the following sanctions for low level behaviour:

C1 – A verbal warning given by the teacher.

C2 – Student name written on the board.

C3- removal from the lesson and placed in displacement for the remainder of the lesson.

Any student receiving a C3 will be issued with a lunchtime detention for the following day. If a student does not attend the detention or they fail the detention they will be placed in the inclusion unit the following day.

Students may be placed in lunchtime detention or displacement if they have failed to correct their uniform or fail to bring in the expected equipment e.g. planner.

If a student is late to the lesson – this means they are not seated and ready to learn by the 4 minute Ready to Learn bell there will be an immediate C3 issued, a detention will be issued but they will remain in the lesson. Persistent lateness to lesson will escalate to an immediate C4 issued to the internal inclusion unit.

If a student receives 2 C3 removes from lesson in one day they will spend the rest of that day and then the remaining hours from a full day equivalent in the internal inclusion unit.

If a child receives 3 C3s in a week they will spend a day in the internal inclusion unit.

Permanent Exclusion

Any students engaging in severely inappropriate behaviours will be permanently excluded from the Academy. The following are examples of the types of behaviour which may lead to permanent exclusion. This list is not exhaustive as a behaviour deemed serious enough by the Principal may result in permanent exclusion:

- Bring the Academy into serious disrepute
- Possession of an offensive weapon or an item which could be used as an offensive weapon
- Behaviour that presents a danger to the welfare of others and does not allow for the continued safe, respectful or responsible nature of the Academy
- Possession of, distribution of or use of illegal substances, alcohol or drug paraphernalia
- Acts of violence/intimidation/bullying/harassment/sexual assault of students and or staff
- Damage to property of the Academy, students or staff
- Theft
- Arson
- Persistent disruption to the education of others
- Persistent refusal to comply with the Behaviour Policy of the Academy
- Deliberately setting off the fire alarm
- Malicious accusations against staff
- Misuse of the Academy IT systems

Bullying

Bullying is defined as the repetitive, intention harming of one person or group by another person or group where the relationship involves an imbalance of power. The act of bullying, will not be tolerated. It is the responsibility of all (parents, staff and students) to report a bullying incident. Bullying will be dealt with seriously. Staff are very experienced in dealing with bullying incidents and will advise/support any person dealing with any such incident. Types of bullying can be:

- Emotional
- Physical
- Racial
- Sexual
- Direct or indirect verbal
- Cyber

Harmful Sexualized Behaviour

The Academy will respond to any incidents of HSB reported to them and will inform the relevant agencies. Both victims and perpetrators will be supported as required.

Care, Control and Restraint

Staff members are aware of the regulations regarding the use of force by teachers as set out in the document <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

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

Searching of Students

The Academy behaviour policy includes the right to search students with regards to the DfE advice regarding screening, searching and confiscation; use of reasonable force, behaviour and discipline in schools.

In the first instance staff who suspect a student 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 authorize a search of students and or their possessions (including bags and coats) without their consent if there are reasonable ground for doing so. Any item which is found and is an item the student should not have in their possession will be confiscated and only returned to the students' parent/carer upon request.

Rewards and Sanctions

Rewarding students is one of the rewarding aspects of working with students. Seeing them take part in a wide range of activities and reaching their goals through effort and hard work, we will celebrate students through our reward system and our **Kirton Champions**.

Praise is recorded for activities that students do well in both in and out of school. Students are awarded praise points whenever they are recognized for doing well.

The Role of Staff

All staff follow the 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
- Staff expect excellent behaviour in the classroom, around the academy site and on the journey to and from school in order to maintain high standards
- Staff are consistent, approachable and proactive
- Staff will involve parents/carers regularly in student learning
- Students are taught the basic routines in order to create a structured and orderly learning environment and atmosphere
- Instructions are given clearly and staff ensure students understand them
- Positive reinforcement use used to encourage learning and excellent behaviour. Praise, rewards and where necessary sanctions ate used to motivate students.
- The Behaviour Policy is followed in all areas of the Academy.

The Role of Parent/Carers

Parents / carers are expected to:

- Work with and support the Academy so 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 the Behaviour Policy
- Support their child in adhering to the expectations of the Academy and completing any sanctions issued to them. By enrolling your child at the Academy this is taken as your agreement to the contents of this Behaviour Policy
- Inform the Academy of any extra-curricular or out of school successes so that these can be celebrated in school
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Academy promptly
- Support the Academy in its approach and high expectations on behaviour

The Role of Students

- All students are expected to follow the Academy rules on site and the journey to and from school
- All students must uphold their aspirational attitude towards their education
- All students must accept sanctions, complete them and develop their behaviours following them
- Students must have high expectations of themselves and others

The Role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the MAT's Behaviour Policy consistently throughout the Academy and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all young people in the Academy. If the Principal is not on site the next senior person as per the scheme of delegation carries out the duties of the Principal.

The Role of the Trustees/Governors

The Local Governing Body has the responsibility for adopting and agreeing a set of procedures for their Academy in line with the principles of the policy. The Principal; has the day-to-day authority to implement the MAT's policy and Academies' consequent procedures on behaviour and discipline.

Monitoring and Review

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