



**Louth
Academy**

Aspirational Education

Behaviour Policy

Date reviewed:	September 2026	
Approved by:	LGB	TBC
Next review due by:	September 2027	

For Office Use Only:

Policy Version: 3.1

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



Lincolnshire Gateway
Academies Trust

Policy Intent

The purpose of our Behaviour Policy is to ensure that students are provided with a learning environment which is respectful, safe and supports academic, personal and social development. Louth Academy has high expectations of all students. The current and future success of students is dependent on their ability to understand what is acceptable in school and in their future educational and working 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 Schools'. 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 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 with social, emotional and mental health difficulties.

Teaching Good Behaviour

During the first two days of term in September, students will have an 'Aspirational Education Induction'. 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.

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

Louth 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.

Student Expectations

Students should always be:

- Have high expectations at all times
- Be polite and courteous;
- Be smartly dressed in academy uniform;
- Be respectful of others including their health and wellbeing;
- Be hardworking in all they do;

- Be 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;
- Supportive of the Academy's Behaviour Policy;
- A good ambassador for the Academy both in and out of the Academy and in the local community.

Disciplinary Procedures

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 consequence detention;
- C3 displacement from lesson;
- Detentions at the end of the Academy day;
- a period of close supervision by means of the Daily Report procedure or a Pastoral Support Programme;
- a day in 'isolation';
- a period of inclusion to be served in the Social Inclusion Unit (your parents will be notified in writing of this punishment);
- a period of suspension from the Academy (your parents will be notified in writing of this punishment);
- permanent exclusion.

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.

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, will not be tolerated. It is the responsibility of

all (parents, staff - including non-teaching, 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 (see details in the student organiser and our Anti Bullying Policy on our website).

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 Restrictive Interventions new policy.

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.

Searching of Students

The Academy Behaviour Policy takes full cognisance of the DfE advice regarding screening, searching and confiscation; use of restrictive interventions, 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 (see details in student organiser).

Rewards and Sanctions

Rewards System

One of the most rewarding aspects of working at Louth Academy is seeing students taking part in a wide range of activities and reaching their goals through effort and hard work. At Louth Academy we celebrate student's success through Epraise.

Epraise 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 a point whenever they recognise that a student has done well. We encourage parents and students to get familiar with Epraise 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, however it is also important to share that success with parents so that it can also be recognised at home. With Epraise you will be notified of any accolades and milestones your child receives automatically via email as well as check on their points in their various subject areas.

Students will be shown how to log onto the system in either their ICT lessons or form groups. Instructions about how parents can log in will be emailed out in September.

Epraise champions - In each lesson the top 3 students are recognised for their excellent contributions and points awarded.

The role of Teaching Staff

All teaching 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;
- 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;
- **Instructions are given clearly** and teaching 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;
- The **Behaviour Policy** is followed in all lessons.

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.

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 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.

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.

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. 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.