

UALS Behaviour and
Inclusion Handbook
Parent, Carers, & Pupils

UNIVERSITY ACADEMY
LONG SUTTON



UNIVERSITY OF
LINCOLN

ACADEMY TRUST



Behaviour and Inclusion Principles

1. **First Attention to Best Behaviour**

At UALS, we prioritise reinforcing positive behaviour as it occurs, rather than reacting to misbehaviour. By focusing on and praising pupils when they demonstrate the expected behaviour, we encourage them to continue making the right choices.

2. **Non-verbal Communication**

Effective behaviour management often involves subtle, non-disruptive cues. Using non-verbal signals, such as a look or gesture, helps remind pupils of the expected behaviour without drawing unnecessary attention to any negative actions.

3. **Clear, Consistent Expectations**

It is essential that we set and communicate clear, specific, and consistent expectations for behaviour. Pupils need to understand exactly what is required of them, and we will reinforce these expectations regularly to ensure they feel secure and know how to behave.

4. **High Praise to Consequence Ratio**

At UALS, we believe that positive reinforcement outweighs consequences. We cannot consequence our way out of bad behaviour. So, we actively seek opportunities to praise pupils for their efforts and achievements, to encourage motivation, resilience, and self-discipline.

5. **Minimising Disruption**

We aim to reduce the power of negative behaviour by giving it as little attention as possible. When a pupil displays challenging behaviour, staying calm and not escalating the situation is key to preventing it from worsening.

6. **Restorative Approaches**

Misbehaviour is addressed through a restorative approach, focusing on repairing relationships rather than punitive measures. We encourage pupils to reflect on their actions, understand their impact, and take part in finding solutions to prevent future issues.

7. **Positive Relationships**

Building trust and respect with pupils is vital for fostering positive behaviour. When pupils feel valued and supported, they are more likely to engage in appropriate behaviour. A strong sense of belonging is integral to their success.

8. **Teach Social Skills**

We understand that some pupils may misbehave due to a lack of social skills. At UALS, we teach and support pupils in developing these essential skills, helping them engage appropriately in the classroom, stay on task, and manage frustration.

9. **Effective Use of Routines**

Consistent routines help pupils feel secure and reduce uncertainty. By establishing clear structures and expectations for behaviour, we aim to minimise confusion and prevent disruptive behaviours.

10. **Proactive Behaviour Management**

Rather than waiting for problems to arise, we take a proactive approach by anticipating potential challenges. We implement strategies to prevent disruptions before they occur, ensuring a positive learning environment for all.



Behaviour and Inclusion Expectations

- At University Academy Long Sutton, we expect all pupils to engage in behaviour that reflects our values of respect, responsibility, and self-discipline. The Pupil Code of Conduct outlines clear expectations for conduct both inside and outside the classroom. All members of the Academy community—pupils, staff, and visitors—are entitled to a safe, respectful, and supportive environment.
- At University Academy Long Sutton, we believe that positive behaviour should be rewarded and recognised. Pupils can earn Achievement Points, receive praise in assemblies, and be celebrated through postcards or phone calls home. Positive behaviour is also acknowledged with special privileges and rewards such as Hot Chocolate Fridays.
- Sanctions will be applied consistently for breaches of the behaviour policy. These may include verbal reprimands, detentions, or placement in the Internal Exclusion Centre (IEC). Persistent disruption, including failure to attend detentions or repeated serious misconduct, may result in a suspension. Each incident will be logged, and the appropriate action will be taken in accordance with the severity of the behaviour.
- University Academy Long Sutton is committed to providing tailored support for pupils with Special Educational Needs and Disabilities (SEND). If a pupil exhibits challenging behaviour, we will assess their needs and provide the appropriate support, including liaising with external agencies, ensuring that every pupil has the opportunity to succeed.
- Bullying, in any form, is not tolerated at University Academy Long Sutton. Any reports of bullying will be investigated promptly, and support will be offered to both the target and the perpetrator. Our approach includes restorative practices, ensuring that all pupils are treated with dignity and respect.
- The Academy adopts a staged approach to behaviour management. In the first instance, pastoral support is provided to help pupils get back on track. If issues persist, further interventions such as time in the Internal Exclusion Centre (IEC), or Senior Leadership Team (SLT) interventions, may be necessary. A consistent approach is taken to ensure the safety and well-being of all pupils.

UALS Ladder of Academic Rewards

	Positive behaviour in lessons	Positive behaviour outside of lessons	Frequency	Reward
Achievement 1	<ul style="list-style-type: none"> Good work produced in class Active participation in lesson Showing a positive attitude to learning (e.g., trying hard, staying focused). Helping another pupil or demonstrating kindness. Politeness to staff Helpful behaviour in lessons 	<ul style="list-style-type: none"> Being helpful Being kind and considerate towards others 	Handed out in lessons to pupils who have demonstrated this throughout the lesson.	Verbal praise 1 Reward Point for lesson work or for homework
Achievement 3	<ul style="list-style-type: none"> Consistently contributing well to class discussions. Demonstrating resilience by overcoming a challenge in learning. Producing a particularly strong piece of work. Showing leadership or responsibility (e.g., supporting a peer). Displaying excellent behaviour and respect for staff and peers. 	<ul style="list-style-type: none"> Regular attendance at an extra-curricular activity Form tutor pupil of the week 	Handed out frequently in lessons to pupils who have demonstrated the below during part or all of the lesson	Postcard home
Achievement 5	<ul style="list-style-type: none"> Achieving sustained progress in a subject or demonstrating outstanding effort over a period of time/piece of coursework/project work Showing continued improvement in attitude, behaviour, or work ethic. Consistently going above and beyond in supporting others. Showing dedication to improving personal learning and skills. Being a role model to others through 	<ul style="list-style-type: none"> Participation in a school event (concert, performance, sports performance etc.) Participation in a year group/departmental activity 	Should be handed out to pupils who have work exceptionally in the lesson, producing exceptional work for their ability level. This may not be awarded in every lesson.	Postcard/ email or phone call home
Pastoral rewards				
Achievement 1	Consistent punctuality over a week 100% attendance for the week No consequences for the week Perfect Uniform Perfect school equipment Assisting in the school community/form time Nomination for HCF			
Achievement 5	Form tutor pupil of the term Consistent punctuality over a half term 100% attendance over a half term No consequences over a half term			
Achievement 5	Pupil of the term Subject/LC awards presented in Rewards assemblies during the school year Outstanding attitude to learning across all subjects in report card Exceptional service and/or achievement, going above and beyond to achieve personal goals			

UALS Ladder of Consequences for Misbehaviour

This list isn't exhaustive or exclusive. SLT will use their professional judgement to consequence other behaviours in line with the Behaviour and Anti-Bullying Policy

Consequence 1	Verbal Warning and Re-Focus <ul style="list-style-type: none"> - Talk over the teacher or out of turn. - Disrupt the learning of other pupils (first time in lesson). - Show a poor attitude to learning (e.g., not trying). - Use minor inappropriate language or chew gum. - Running in corridors or push/shove other pupils in the corridor. - Use your mobile phone in school but hand it over when asked. 			
Consequence 2	Break Detention (15 minutes) <p>Happens if you repeat Consequence 1 behaviours or:</p> <ul style="list-style-type: none"> - Are rude to staff (e.g., arguing or answering back). - Fail to follow instructions after a verbal warning. - Throw something (even if no harm is caused). - Arrive late to lessons (up to 10 minutes late) - Don't complete homework (after an extension). - Have uniform issues. 			
Consequence 3	Lunch Detention (25 minutes) <p>Happens if you repeat Consequence 2 behaviours or:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> - Ignore instructions from staff. - Arrive late to school (without good reason) - Arrive late to lesson (more than 10 minutes late). - Unsafe behaviour (including more than 1 pupil in the same toilet cubicle) - Removal from lesson for repeated disruption - Say or do something unkind or unpleasant to another pupil. </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> - Fail a Consequence 2 detention - Use foul or abusive language. - Damage property (e.g., graffiti). - Persistent or repeated poor behaviour on Report - Blatant defiance (ignoring instructions in a serious or repeated way) - Misuse IT equipment (like breaking school ICT rules). - Blatantly, deliberately, or repeatedly don't wear correct uniform </td> </tr> </table>	<ul style="list-style-type: none"> - Ignore instructions from staff. - Arrive late to school (without good reason) - Arrive late to lesson (more than 10 minutes late). - Unsafe behaviour (including more than 1 pupil in the same toilet cubicle) - Removal from lesson for repeated disruption - Say or do something unkind or unpleasant to another pupil. 	<ul style="list-style-type: none"> - Fail a Consequence 2 detention - Use foul or abusive language. - Damage property (e.g., graffiti). - Persistent or repeated poor behaviour on Report - Blatant defiance (ignoring instructions in a serious or repeated way) - Misuse IT equipment (like breaking school ICT rules). - Blatantly, deliberately, or repeatedly don't wear correct uniform 	Failure of Lunch Detention = After School Detention
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Consequence 4	Internal Exclusion (IEC) <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> - Have 3 or more Consequence 3 behaviours in the same day. - Refuse to attend a Consequence 3 or Consequence 4 detention - Leave a lesson without permission (and you don't return) or skip a lesson. (3 periods in IEC) - Skip tutor time or assembly. (3 periods in IEC) - Fight, threaten, or intimidate others. - Cause serious damage to property. - Use foul or abusive language when talking with, in front of, or about a member of staff </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> - Smoking or vaping on site or while in uniform (first time.) - Bully someone, or you say or do something discriminatory. - Breach ICT rules seriously. - Vape or are suspected of vaping more than once. - Refuse to hand over your mobile phone when asked by a member of staff. - Fail to attend an After School Detention </td> </tr> </table>	<ul style="list-style-type: none"> - Have 3 or more Consequence 3 behaviours in the same day. - Refuse to attend a Consequence 3 or Consequence 4 detention - Leave a lesson without permission (and you don't return) or skip a lesson. (3 periods in IEC) - Skip tutor time or assembly. (3 periods in IEC) - Fight, threaten, or intimidate others. - Cause serious damage to property. - Use foul or abusive language when talking with, in front of, or about a member of staff 	<ul style="list-style-type: none"> - Smoking or vaping on site or while in uniform (first time.) - Bully someone, or you say or do something discriminatory. - Breach ICT rules seriously. - Vape or are suspected of vaping more than once. - Refuse to hand over your mobile phone when asked by a member of staff. - Fail to attend an After School Detention 	
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Persistent, repeated, or more serious behaviour that lead to a Consequence 5 (Suspension) and Consequence 6 (Permanent Exclusion) are referred to SLT and the Principal for a decision				

How you can support at home...

Working Together: Support for Pupils, Parents & School

We all want the best for your child, and working together can help make school a more positive experience. This table shows what parents/carers can do at home and how the school will support you.

What Parents/Carers Can Do	How School Will Support You
Stay in touch with school – answer calls, check messages, and attend meetings about your child’s behaviour and progress.	Keep in contact with you – we will arrange meetings, update you on progress, and give you a direct way to reach us.
Set clear rules at home – make sure your child knows what’s expected, with rewards for good behaviour and clear consequences for bad choices.	Give advice on managing behaviour – we can share ideas, offer parenting workshops, and suggest ways to handle tricky situations.
Work with school on a behaviour plan – agree on goals and ways to help your child make better choices.	Pastoral team support – we will create and review a plan with you and help put it into action.
Talk to your child about school – ask them how things are going and listen without judgment.	Check-ins for your child – they will have a trusted adult to talk to when needed.
Get extra support if needed – if your child is struggling emotionally, consider counselling or local support services.	Help you find support – we can signpost services like Hear4You, CAMHS, and Healthy Minds Lincolnshire.
Praise your child for good behaviour – use small rewards or positive words when they meet targets.	Show you how rewards work – we will give tips on praise and incentives that work.
Encourage your child to join activities – sports, clubs, or hobbies can build confidence and friendships.	Help them find activities – we will share information about clubs and programmes at school and in the community.
Set a good example – show your child how to deal with problems calmly and respectfully.	Run parent workshops – we can offer training on handling conflict and improving communication.
Find support from family and friends – having people to talk to can help when things feel tough.	Connect you to support groups – we can signpost parent networks and online forums.
Look after yourself too – taking care of your own well-being helps you support your child.	Share self-care ideas – we can offer advice on managing stress and where to get support.
Support your child’s learning – make sure they know school is important and help them when you can.	Explain what school expects – we will share behaviour policies and help you support your child’s learning.
Encourage good homework habits – set a time and place for your child to do schoolwork and check Lessonboard and Seneca Learning to see what they need to complete.	Offer homework help – we will use Lessonboard and Seneca Learning to make it clear what work is expected and provide extra support where needed.
Limit screen time – help your child balance gaming and social media with other activities.	Give advice on screen time – we can run sessions on managing devices and suggest other activities.
Make sure your child attends school – get them up, out, and on time every day. Let school know if they are unwell.	Support with attendance – we will explain why it matters and offer help if there are issues.
Encourage a positive attitude – celebrate small wins and help your child keep trying when things are tough.	Recognise achievements – we will send Praise Postcards, make positive phone calls, and give rewards for good effort.