



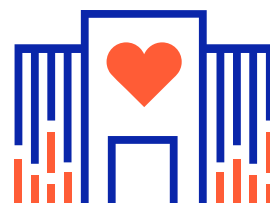
YOUTH  
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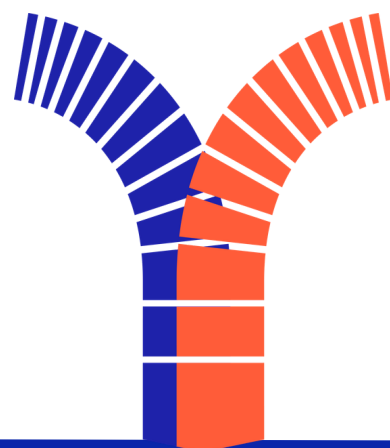


# Summary: Achievement in a Caring Environment

A leadership summary from Limehurst Academy



*Well Culture.*



This resource has been designed based on the Well Schools Well Culture pillar.

## Brief summary for school leaders

This case study shows how Limehurst Academy has made wellbeing, belonging and strong outcomes mutually reinforcing. Serving a diverse community with high levels of disadvantage, SEND and pupils who speak English as an additional language, the school has developed a relational, restorative and trauma-informed approach under its long-standing ethos of 'achievement in a caring environment'. Clear expectations remain, but behaviour is understood in context and followed by structured conversations designed to repair relationships and restore learning. The approach is strengthened through staff training, pupil voice, regulation spaces and close community partnerships. Limehurst reports a 38% year-on-year reduction in suspensions, no permanent exclusions in the most recent year discussed, reduced truancy and strong outcomes for disadvantaged pupils.

### Key messages

#### 1. Care and high expectations belong together

Limehurst does not view relational practice as lowering standards. Its 'improve, move, remove' process provides a clear response to disruption, while restorative follow-up helps pupils understand what happened, repair the relationship and return to learning.

#### 2. Behaviour is communication

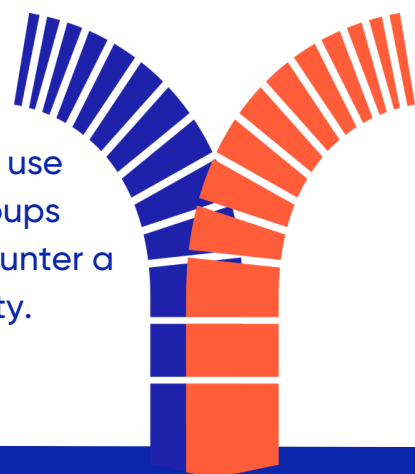
The school's trauma-informed lens encourages staff to consider the 'invisible backpacks' pupils bring with them. Labelling emotions, listening carefully and understanding wider needs allow adults to respond to the child without overlooking the behaviour.

#### 3. Belonging is built through representation and participation

Culture is reflected in displays, curriculum conversations and celebration events. Newly arrived pupils receive targeted language support and are helped to join school life quickly, with PE offering an accessible early route into participation, connection and confidence.

#### 4. Sustainable culture requires shared practice

Restorative conversations are modelled and staff are trained to use them consistently. Parents, police, faith organisations, youth groups and other partners are also involved so that young people encounter a more coherent relational approach across school and community.



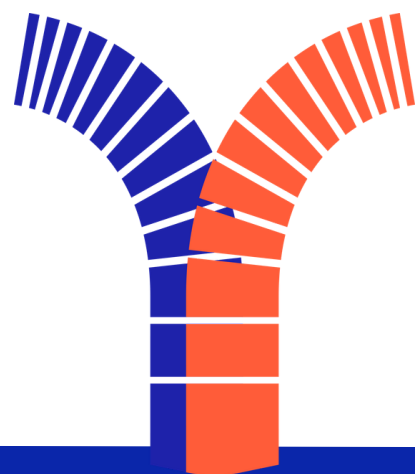
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## Implications for school leaders

Leaders should examine whether behaviour systems create genuine opportunities to understand, repair and re-engage, while still protecting learning and maintaining firm boundaries. A relational approach needs more than goodwill: staff require shared language, modelling, time and pastoral support to hold difficult conversations well. Schools should also use pupil voice and community insight to identify unseen barriers, adapt their personal-development offer and shape spaces that help pupils regulate and return to learning. Belonging becomes credible when pupils see their identities reflected, their needs anticipated and their strengths treated as assets.

### Leadership reflection question

How effectively does our current culture combine firm, predictable expectations with the curiosity, relationships and support needed to help every pupil belong and succeed?





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