



## **Behaviour Policy**

**(Including Expectations and Code of Conduct)**

**Knutsford Academy/Cheshire Studio School  
2024 - 2025**

<b>Policy lead:</b>	<b>Assistant Headteacher - Hazel Weigh</b>
<b>Last review date:</b>	<b>January 2025</b>
<b>Next review date:</b>	<b>September 2025</b>
<b>Approval needed by:</b>	<b>Headteacher – Mrs Karen Key</b>

### **Monitoring and evaluation**

This policy will be reviewed at least annually by SLT and the full governing body.

## **Aim of the Policy**

Knutsford Academy and Cheshire Studio School aim to provide a safe and structured environment in which teachers can teach, and students can learn and achieve success.

This policy aims to:

- Promote a strong community ethos, positive learning behaviour, self-regulation and excellent relationships between staff, students, and families.
- Outline a process for rewards and recognising students' achievements.
- Outline a clear Code of Conduct and provide a consistent approach to behaviour management.
- Define what we consider to be acceptable behaviour.

## **Introduction**

We expect the highest standards of conduct in and out of school from our students. We understand that our community is diverse and that some children face a complex tapestry of needs and challenges. As a result, our systems are based upon inclusion, support, common sense, and mutual respect. At Knutsford Academy & Cheshire Studio school we instil a desire to work hard and learn effectively in a safe and happy environment. The Code of Conduct highlights our five key expectations and adherence to these is the basis for our Behaviour Policy.

## **Code of Conduct**

High quality teaching and learning needs the highest standards of behaviour. Our behaviour code of conduct means that all students are expected to:

- Arrive on time and in the correct uniform to all lessons.
- Be properly equipped for all lessons.
- Listen carefully and follow instructions.
- Be **ambitious**, working to the best of your ability when completing all classwork and homework to the highest standard.
- Be **respectful** towards others and our environment.
- Show **kindness** towards everyone in our community.

Our school is a community with a strong set of values that helps students develop a positive and confident attitude towards themselves and others together with a belief in their abilities to achieve their full potential.

## **Student conduct on the way to and from school**

Students are expected to conduct themselves to a high standard on their way to and from school. They must not drop litter, use inappropriate language, smoke/vape or act in a way that brings the Academy or Studio School into disrepute.

If students arrive by bus, they may not leave the site unless they are in Year 12 or 13. If they arrive by bus, but need to travel to the Westfield Drive site, then they must walk along the link path.

## **Tutor time and registration**

Form Tutors are expected at the door of their classrooms by 8.40am to welcome the students for a prompt start to registration. Morning registration is an important and fundamental part of the school day to ensure that students are prepared for school and ready for learning. It gives Form Tutors time to check in with students, ensure that uniform and equipment standards are being met, give out important notices and to foster positive relationships by offering consistent pastoral support to students and families that will encourage success and achievement.

Led by Heads of Year, Form Tutors deliver a weekly programme of structured activities that include:

- **Assembly** – Each assembly has a theme that is linked to the National Calendar of events (eg. Black History month or World Mental Health Day), or is part of our SMSC (Spiritual, Moral, Social & Cultural) curriculum.
- **Literacy** – A programme of shared or guided reading activities that promote and encourage students to become more confident, independent, and fluent readers.
- **Votes for Schools** - ‘VotesforSchools’ provides weekly resources for teachers to prompt impartial discussions on current issues. Students vote and comment and we ensure that their voices are heard and have an impact.
- **Pastoral Review** – students spend time reviewing their Satchel One achievements by looking at their Praise and Behaviour Points. Star of the week and Head of Year awards are issued.

Registration is expected to be purposeful and orderly. Students are expected to answer the register without unnecessary talking and follow the Form Tutor’s instructions.

## **Satchel One**

Satchel One is an award-winning software package that is trusted by over 1600 schools nationwide. Knutsford Academy and Cheshire Studio School have invested in the full package from Satchel One. It provides teachers, students and parents with information and tools to motivate students and optimise their performance in school, positively engage parents and successfully manage behaviour. Parents and students from years 7-13 will have access to apps for homework, attendance, timetables, praise points/rewards and behaviour points and detentions.

## **Lunchtime Homework Club – Monday – Friday - 1.25pm – 2.10pm – U12 & Westfield Drive**

All students have access to the opportunity to complete homework in a quiet and supervised environment during school hours. The school’s intention is to ensure that by providing a daily supervised homework club we can support home learning, help to overcome any barriers that students may face regarding access to resources, and it avoids sanctions being issued for homework that has not been completed.

## **Praise Pathway - Rewards and Celebration Assemblies**

We wish to enforce positive behaviour and share student achievements, successes, and progress online through our new app, which will complement our highly successful **Rewards Programme**, which has seen us recognise and reward students with prizes from our business sponsors, in excess of over £2000 in the last academic year. It will also help to enforce our code of conduct with regards to uniform, punctuality and behaviour and better involve parents in behaviour conversations that will support improved standards.

**Praise Points** - These are issued by staff to recognise and reward outstanding academic achievement, extra-curricular participation, pastoral contribution, or being kind and respectful.

The number of 'praise points' awarded are as follows:

**(P1) +10 Praise Points** – Good academic work, a good performance or showing kindness or respect.

**(P2) +20 Praise Points** – Great class contribution, being helpful to others, great improvement.

**(P3) +30 Praise Points** – Excellent leadership, excellent attendance, excellent homework.

**(P4) +50 Praise Points** – Outstanding community contribution, outstanding teamwork, representing the school.

**(P5) +75 Praise Points** – 'Head's Award' – Most praise points in a term, exceptional performance. Annual Headteachers Award, Students with Academic Honours.

In addition to Praise Points, Knutsford Academy has an outstanding and unique rewards programme. We deliver a high standard, well established programme throughout the academic year that recognises and rewards student strengths, achievements, progress, academic successes and the school values. Our business partners welcome the opportunity to work with our school and provide prizes each term for our '**Star of the Week**' programme for students in Years 7-13. Typically prizes include items such as a bike, headphones, or a voucher to the value of £100.

### **Star of the week**

Each week (Friday), Form Tutors and Heads of Year nominate an individual who exemplifies our school standards and values for this award. They are awarded a **virtual raffle ticket** to win fantastic prizes from our business sponsors. We share a photo of our 'Stars of the Week' on social media.

### **Subject Recognition and Reward**

Each term subject teachers recognise and celebrate students in their class by nominating individuals for the following awards:

- Outstanding Attainment/Achievement
- Outstanding Effort
- Outstanding Progress

Students are presented with a personalised certificate of their achievement.

### **The School Values Award – Student of the Term**

This award highlights students who consistently demonstrate our school values of **ambition, respect and kindness**. At the end of each term Form Tutors write a brief paragraph about why the nominated student should receive the award. Each Head of Year reviews the nominations and selects the **Student of the Term**. All nominees receive a personalised certificate which includes the staff comment, and the winner is recognised in the Celebration Assembly and awarded a £20 gift voucher.

### **Academic Honours for Student of the Year**

At the end of each academic year, the Head of each Faculty is invited to nominate one student from each year group for 'Academic Honours'. These 'Students of the Year' will be invited to attend a Celebration Assembly to recognise their academic achievements and success. They are awarded a personalized certificate; a blazer badge and their name are added to an 'Academic Honours Board'.

## Headteacher's Award

At the end of each academic year, all staff across the school are invited to nominate students who have demonstrated exceptional contributions to the school community or beyond and uphold the three core values of the school: ambition, respect, and kindness. Students and parents are invited into the school to meet with the Headteacher and are presented with a personalised certificate and a business sponsor prize (value of £100) in the 'Honours Assembly'.

## Celebration Assemblies

At the end of each term, all year groups attend an assembly to recognise and celebrate the success of students over the term. Students who have been nominated as '**Star of the Week**' as well as the top 10 students in the year with the highest Praise Points are entered into a '**Virtual Prize Draw**'. All students with a virtual raffle ticket are entered into a '**Spin the Wheel**' draw to win the donated business sponsor prize.

During these assemblies throughout the year, the school also celebrates those students nominated for '**The School Values**', '**Academic Honours**' and the '**Headteachers Award**'.

**Disclaimer:** Only students who are present in the assembly are eligible to win the prize on the day.

## Behaviour Pathway and Sanctions

High quality teaching and learning requires the highest standards of behaviour and our '**Behaviour Pathway**' offers students plenty of opportunity to focus on their learning and to make the right choices regarding their behaviour and avoid sanctions. Teachers will use verbal reminders, verbal warnings, formal interventions (a seat change, a time out), advisory notes on Satchel and the '**Behaviour Points**' to evidence and communicate low level behaviours (B1, B2) with students and their parents. Some students will push the boundaries of acceptable behaviour, and it is important that we consistently and fairly escalate sanctions that reflect the level of persistence or the behaviour to ensure high quality teaching and learning or the safety of others within the school community.

**Behaviour Points** – are issued on Satchel to communicate when students do not meet our high expectations. Our Code of Conduct outlines our basic expectations for all students:

- Arrive on time and in the correct uniform to all lessons.
- Be properly equipped for all lessons.
- Listen carefully and follow instructions.
- Be **ambitious**, working to the best of your ability when completing all classwork and homework to the highest standard.
- Be **respectful** towards others and our environment.
- Show **kindness** towards everyone in our community.

Where students do not meet the basic code of conduct, for example they arrive late, are not fully equipped or present isolated uniform issues, they will be issued with a verbal warning and where basic expectations are repeated a **B1 - Behaviour Points (-5)** will be issued and a 'quiet' conversation had with the student.

Any behaviour that occurs in the classroom/social time, which does not comply with our expectations, students will receive another verbal warning and a **B2 - Behaviour Point (-15)**. This

could be given for poor attitude to learning, failing to follow instructions, disruption to the learning of others or not completing classwork/homework. A formal conversation is expected between the teacher and student about the repeated behaviour, the consequences, and future expectations. This can happen during the lesson, outside the class (after a timeout), after class or at breaktime.

Students are given every opportunity to amend their behaviour; they are repeatedly preventing others from learning, they will not comply with instructions, they have repeatedly failed to complete classwork or homework to the high standards we expect, or they are not complying in another way, for example, repeated uniform issues, a **B3 – Behaviour Point (-25)** will be issued. On such occasions the teacher may issue a further verbal warning and a behaviour intervention such as a time out or seat change. The teacher may also issue a **B3 -30-minute after school detention** as an appropriate sanction for behaviour at this level.

Where students continue to push the boundaries of acceptable behaviour by persistently not meeting the basic expectations of our code of conduct or are involved in a serious isolated behaviour incident, they may be issued with a **B4 – Behaviour Point (-35)**. On such occasions the teacher may seek support from a senior colleague or a behaviour support manager, the student may be moved to another room (for a single lesson or a series of lessons) and will be issued with a **B4 -60-minute after school detention** as an appropriate sanction for behaviour at this level.

A **B5 – Senior Leader Team (SLT) Detention (Friday's Only – 3.10pm – 4.30pm)** will be issued for:

- Multiple missed detentions
- Persistent punctuality issues (to school and/or lessons)
- Persistent behaviour issues
- A serious behaviour incident at this level

#### **B6 - Internal Suspension in the RESET Room**

On the rare occasions that behaviour cannot be dealt with through the Behaviour Pathway process or behaviour persistently does not meet our basic expectations students put themselves at risk of an 'Internal Suspension in the RESET Room (B6)

Form Tutors and Heads of Year closely monitor behaviour points each week and encourage students to reflect on their behaviour choices rather than put themselves at risk of a RESET Room referral. A referral is considered and discussed with parents where students accumulate 100+ behaviour points in a week.

#### **Formal Conversations and Intervention**

Formal behaviour conversations with students and their parents / carers are vital in reinforcing our school expectations and supporting students' understanding of their behaviour after the event. These conversations may happen during the lesson, outside the class (after a time out), after class or at breaktime. Students need to be given high quality feedback relating to what they did wrong, the impact of their behaviour/choices on others and consequences. If the student does not engage/or attend a meeting, the teacher may escalate to the next behaviour pathway, and a 30-minute after school detention added on Satchel.

The purpose of these formal restorative conversations is to repair and build positive relationships, a greater understanding of the students' needs in lessons and any additional support that may be

needed. We wish to reinforce the students' strengths and values and prevent the repetition of negative behaviours.

Formal interventions will be considered by Heads of Faculty/Year when student behaviour persistently does not meet expectations and sanctions have been issued with no positive impact. Formal interventions may include removing a student from a particular class (short term or permanently), use of a positive report card, a meeting with student and parents, internal suspension referral, referral for additional support services and in extreme cases students may not be able to select the subject as a GCSE pathway.

### **Detentions - All detentions are managed in rooms U11 and U12**

In line with Knutsford Academy's '**Behaviour Pathway**', teachers may give a student a verbal warning, speak to the student outside the class, at the end of the lesson or arrange a restorative conversation at breaktime depending on the severity of the transgression. Alternatively, the teacher may decide that an after-school detention is more appropriate.

Detentions are supervised every night after school and are recorded on Satchel for student and parent reference. All detentions are managed centrally by a senior leader. The notification should provide at least 24 hours' notice of the detention. The student should arrive at the detention room by 3:10pm and students are expected to settle quickly and work in silence to complete online work or homework during their detention.

If students are issued with a detention, they are expected to attend and are responsible with their parents for organising transport home. Knutsford Academy does not facilitate lunchtime detentions as an alternative to after school detentions.

**B3:** 30-minute detention after school (3.10pm – 3.40pm)

**B4:** 60-minute detention after school (3.10pm – 4.10pm)

**B5: Senior Leader Team (SLT) Detentions** (3.10pm – 4.30pm – Friday's only)

We always seek the support of parents/carers and if necessary are willing to change the day of the detention. If students are absent from school, the detention it will be re-issued for the next day and is expected to be attended on return to school.

However, if students do not attend their detention, it will be escalated in line with the Behaviour Pathway. For example, missed 30-minute detentions will be reissued as a 60-minute detention. Missed 60-minute detentions will be escalated to an SLT Detention or an Internal Suspension in the RESET Room if necessary.

### **Internal Suspension – RESET Room**

Being Internally suspended is an extremely serious sanction and one we seek to use only as a last resort in response to a serious breach, or persistent breaches of the behaviour policy. The RESET room is a functional and purposeful environment which is fully resourced to support student learning. It allows students the opportunity to reflect on their behaviour and refocus on the purpose of school.

Internally suspended students do not have access to their phone, work in silence, are escorted to the toilet and complete work from the RESET Room Learning platform. Staff on duty complete a student work log throughout the day and each student has a restorative conversation which

encourages them to reflect on their behaviour and consider how to avoid negative behaviours in the future. Internal suspension runs from 8.40am – 4.10pm on a Monday - Friday.

### **Pastoral Behaviour Support Programme**

Where negative behaviours and sanctions are becoming a regular occurrence, school will consider a range of additional strategies, interventions, and support can be implemented to address the behaviour, these can include but are not limited to:

- Daily contact with a designated pastoral professional in school
- Mentoring by a trusted adult or local mentoring charity
- Regular reviews with the student and parents to praise progress being made and address any concerns at an early stage
- Review of academic support and any necessary testing
- Use of a report card with personalised targets
- Personalised Behaviour Support plans
- Directed into appropriate planned pastoral interventions/workshops:
  - Progressive Masculinity programme
  - GANGS – Get Away & Get Safe
  - JDI – Just Drop In (talking therapy)
  - CGL – Change, Grow, Live (Drug & Alcohol mis-use services)
  - The Queensberry AP – 1:1 support to reduce the risk of child exploitation and students getting involved in youth violence
- Directing students and parents to external support services – CAMHS, Counselling, Mental health services
- Considering temporary adjustments to a student's timetable
- Home school contract
- Temporary transfer to a partnership school or an alternative provision

### **Suspensions / Exclusion**

On the very rare occasions that a student's behaviour cannot be appropriately dealt with through our 'Behaviour Pathway' the Headteacher may make the decision that a student needs to be suspended (externally) or on even rarer occasions it may be necessary to consider permanently excluding a student from the school.

- Fixed Term External Suspension – student is not able to attend school for a fixed period.
- Permanent Exclusion – student is no longer allowed to attend the school.

Suspension and exclusion are extreme sanctions, used only as a last resort in response to a serious breach, or persistent breaches of the behaviour policy. They are used to provide a clear signal of what is unacceptable behaviour as part of the school behaviour policy. Suspensions and exclusions are a means of maintaining good order and discipline in the school, so that all students can benefit from the opportunities provided.

### **Unacceptable behaviours that may lead to suspension or permanent exclusion:**

- Repeated/persistent breaches of the school rules
- Any form of bullying or intimidation (please refer to our anti-bullying policy for further details)
- Verbal abuse



- Sexual assault, which is unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism/damage
- Theft
- Fighting/threatening behaviour
- Physical assault/violent behaviour
- Smoking/Vaping
- Drugs
- Inappropriate use of technology /social media
- Racist, sexist, homophobic & other discriminatory behaviour

**Possession of prohibited items that may lead to suspension or permanent exclusion:**

- Knives / weapons / sharp objects (not explicitly classified as a weapon but with the potential to harm)
- Alcohol
- Illegal drugs or associated equipment
- Hazardous Substances
- Stolen items
- Tobacco, vapes, vape liquid, cigarette papers, matches or lighters
- Fireworks
- Indecent/pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person.
- Significant sums of money, exceeding £20.00

*Please note these lists are not exhaustive and are intended to offer examples rather than be complete or definitive.*

Please refer to the “Suspensions and Permanent Exclusions Policy” for further details.

**Behaviour expectations and students with Individual needs and/or Special Educational Needs (SEND).**

A school’s culture should consistently promote high standards of behaviour and provide the necessary support to ensure all students can achieve and thrive both in and out of the classroom. Our school endeavors to work collaboratively with the SEND, Safeguarding and Wellbeing teams when considering behaviour.

Our school has a whole-school approach to behaviour that works to meet the needs of all students in the school, including students with SEND. It is important that everyone feels safe and that they belong in a school community which promotes high expectations of all students. Our school promotes a positive, low arousal behaviour culture which helps to create a calm environment which will benefit all students to learn effectively, but especially those with SEND.

All schools need to manage behaviour effectively, regardless of whether or not a student has any underlying needs. Although not every incident of misbehaviour will be connected to an individual’s special educational need, our school recognises that some behaviours are more likely to be

associated with particular types of special educational need. We give careful consideration to this and make appropriate and reasonable adjustments when issuing sanctions for behaviour.

Our school also provides and offers a wide range of strategies and interventions for students with individual needs and special educational needs to positively support engagement in learning and school. As far as possible, our pastoral team anticipates likely triggers of misbehaviour and puts in place preventative measures to avoid or reduce incidents of negative behaviour.

Staff are regularly provided with robust training and updates on specialist areas of SEND, such as ADHD, Autism and Cognition and Learning to ensure they can provide 'Quality First Teaching' and support the individual needs of students.

We wish to engage with parents positively and proactively in supporting the behaviour of students with additional needs.

Please refer to the "SEN (Special Educational Needs) Policy" for further details.

### **Searching, Screening and Confiscation**

The 'Searching, Screening and Confiscation' policy will be followed on the very rare occasions that a member of staff has reason to believe that an individual is in possession of any items that are banned in school, considered dangerous, illegal or may have a detrimental effect to discipline in school they may need to take appropriate action.

Please refer to the "Searching, Screening and Confiscation Policy" for further details.

### **Reasonable force**

Staff at the Academy work to create a calm low arousal environment focussed on supporting all students within the school community. Unfortunately, on occasion it may be necessary to consider and resort to a physical intervention when the situation arises, as a last resort. On such occasions, experienced and trained staff will evaluate the need for action and manage the situation with physical intervention that is reasonable, proportionate, and necessary.

Please refer to the "Use of Reasonable Force Policy" for further details

### **Bullying and Child-on-Child Abuse: Sexual Violence/Harassment**

Knutsford Academy does not tolerate bullying, child-on-child abuse or sexual harassment behaviours and treats any incident with the upmost seriousness and sensitivity. It adopts a holistic approach to addressing incidents of this nature with both the victims and the perpetrators. The school seeks to work with students, parents, colleagues and the community to create an atmosphere and ethos of tolerance, safety and understanding for everyone and is committed to working together to challenge bullying and child-on-child incidents.

Any allegation/incidents are managed by the Safeguarding team and treated confidentially. Staff work with students and parents to ensure that timely and sensitive responses are undertaken and reviewed to prevent behaviours continuing or escalating.

### **How can bullying be reported?**

Students, parents and concerned members of the community can report bullying instances or worries via several routes:

- **Email:** this can be sent directly to a member of staff or to the “contact” email address.
- **Tell Someone:** on the front of the school’s website is a “Tell Someone” tab. By clicking on this tab and then completing the form, this will be directly reported to a member of staff.
- Alternatively, students and parents can report worries or concerns to any member of staff who can then refer the matter to the relevant members of the pastoral care team. Form tutors should be considered the primary point of contact for all students and parents to raise concerns.

We recognise that a key part in the prevention of bullying, child-on-child or sexual harassment behaviours is a robust package of education and learning. In school, this is driven through the PHSCE and SMSC curriculums and assemblies. These programmes seek to embed learning and reflection to allow students the opportunity to develop an understanding and appreciation of others and to understand the impact of behaviours of this nature can have on others.

The school will reserve the right to and will utilise local services including our school police liaison officer and the team from Safeguarding Children In Educational Settings dependent on the nature of the incident.

Please refer to the “Safeguarding Policies” for further details

### **General Presentation – Uniform and Appearance**

Students should take pride in their appearance and wear their uniform to the high standards we always expect.

- Blazers are a compulsory.
- The top button of shirts must be fastened, and the knot of the tie must cover the top button.
- The school tie should be worn to the waistband.
- Shirts should be tucked in.
- Trousers should be worn at the waist.
- Skirt length should be no higher than mid-thigh.
- A navy blue knit ‘V’ necked jumper may be worn underneath the blazer.
- Either plain black socks (ankle or below the knee) or tights should be worn

***The exception to these rules is during periods of hot weather, when we will relax the rules as appropriate.***

- Students are expected to wear their school practical kit for PE/Dance/Drama lessons.

### **Footwear**

- Sensible, plain, all black traditional **shoes** should be worn for school – this does include the brand ‘Kickers’.
- Sports trainers are **NOT** permitted to be worn with school uniform (Nike Airforce 1, Nike, Adidas, Puma, Converse, Vans).

- No boots, canvas footwear or footwear with logos on them.
- Sports trainers are expected to be worn for practical lessons such as PE.

Sixth Formers must dress smartly, according to the Sixth Form dress code.

Please refer to the “Uniform & Appearance Policy” for further details.

### **Conduct in lessons**

At the start of lessons, students are expected to prepare themselves quietly for the lesson and wait for instructions. If classrooms are locked students are expected to line up quietly until the teachers arrives.

Students are expected to sit in the seating plan organised by the class teacher and follow an established routine once seated. This includes having books, pencil case, planner, and other equipment on the table. In practical subjects, this will mean getting changed or preparing equipment as instructed.

Teachers expect students to listen to and follow instructions. We expect students to work hard and be respectful to each other and to the teacher. Students’ classwork and homework is to be completed to a high standard. Teachers and other staff should insist on all written work being set out properly (with dates and titles underlined) and high standards of presentation. For practical lessons, students are expected to have and wear the school kit for example in PE, Dance and Drama. Students are also to be organised with cooking ingredients where the lesson requires this.

At the end of lesson, students are expected to tidy away and organise themselves quietly, they should then stand behind their chairs when asked to do so by the teacher and leave the room calmly after being dismissed. Rooms are expected to be left tidy and free of litter.

All homework is issued on the Satchel One App which can be accessed by students and parents and is expected to be completed to a high standard and submitted on time.

### **Moving around the sites**

It is expected that students will behave well when moving around the building for transitions between lessons and for social times. However, we explicitly require students to:

- Be polite and show respect for other people.
- Listen to and follow instructions from staff.
- Wear school uniform correctly at all times.
- Move around the school sensibly and quietly and keep to the left when walking on corridors.
- Arrive promptly to lessons.
- Eat and drink in the right place at the right time.
- Put litter in the bins provided.
- Use the toilet facilities appropriately at break times.
- Avoid physical contact with others.

If a student is not behaving in line with the school’s expectations around the school a teacher/Behaviour support manager/Head of Year/SLT will decide to take appropriate action in line with the Behaviour Pathway.

## **Mobile Phones**

Mobile phone technology has advanced significantly in recent years and will continue to do so. Mobile phones are no longer just a means of communicating but perform a variety of useful functions. However, they can also be used to intimidate or bully others. It is, therefore, essential that there is a clear 'Acceptable Use Policy' that students, parents, and staff understand and can adhere to, so that mobile technology does not detract from teaching and allows everyone to work and learn in safety.

- Students are allowed to bring mobile devices into school to safeguard their journey to and from the building. Once students enter the building mobile devices must be turned off or to 'silent' and put away from sight.
- Students will only be allowed to use mobile phones in lessons under the specific instruction of the teacher, and for educational purposes. For example, Satchel, Sparx, Revision - gcsepod/gcsebiteize.
- EarPods or headphones are not permitted to be worn in class. Based on a student's specific individual needs, a 'Planner Pass' may be issued by the Assistant Headteacher after careful consideration.
- Mobile phones and headphones must not be used on the corridor or between lessons unless a student asks permission from a member of staff to check their timetable on Satchel.
- Students in Year 11 and the Sixth Form have permission to use their mobile devices during break and lunch in the specified social spaces only.

We have made clear to students that:

- Mobile phones must not be used to take photographs or video clips of any student or member of staff.
- Mobile phones must not be used to share images with others.
- Students are not allowed to use their devices during break times anywhere on the school site.

Misuse of mobile phones will result in confiscation and sanctions being issued; this includes parental collection of the device.

## **Phone use and Social-Media**

For students, social media issues or conflict in nearly all cases originates outside of school. Examples of this are sharing inappropriate images with others, making unkind or inappropriate comments directly towards others online or posting about other students, in 'group chats. We have clear rules on the use of mobile devices in school to prevent and limit their use from being a distraction. Where these expectations and rules are not adhered to in school, staff will investigate and sanction in line with the Behaviour Pathway. In extreme cases, the school may need to inform the police.

We have a comprehensive PSHCE curriculum which seeks to educate students in relation to the use of mobile phones and social media. Topics span across Years 7-11 and include but are not limited to:

- Online safety, age restrictions, privacy settings, maintaining a good online reputation
- Screen time, online gaming addiction, personal data, fake news
- Selfies, cyber bullying, sharing of inappropriate/sexual images
- Online grooming, the dark web, sexual exploitation
- Online extremism, online hate crimes

Please refer to the “Mobile Phone and Acceptable Use Policy” for further details

### **Roles and Responsibilities**

The Board of Trustees and the Local Governing Board are responsible for monitoring this behaviour policy’s effectiveness and holding the Headteacher to account for its implantation.

#### **The Headteacher:**

- Is responsible for ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure that rewards and sanctions are applied consistently.
- Is responsible along with the Governing body to help create a culture of respect by supporting staff’s authority to discipline students and ensuring this happens consistently and fairly across the school.
- Is responsible for taking the decision to suspend or exclude any student should it become necessary.
- Is responsible along with the Governors for monitoring the implementation of the Behaviour Policy.

#### **The Senior leadership team will:**

- Support staff in responding to behaviour incidents.
- Manage and improve students’ behaviour and discipline students in a fair and consistent manner, in accordance with school policies and procedures.

#### **School staff are expected to:**

- Promote a safe and purposeful learning environment.
- Implement the behaviour policy consistently.
- Model positive behaviour.
- Provide a personalised approach to the specific behavioural needs of particular students.
- Record and monitor behaviour incidents.
- Communicate with parents to seek support with behaviour incidents.

#### **Parents/Carers are expected to:**

- Encourage their children to work hard, seek opportunities for enrichment and achieve positive outcomes from school.
- Support the school authority to discipline its students and maintain a safe and purposeful learning environment.
- Actively support all school policies.

- Communicate appropriately and in a timely manner with all communications from school staff.
- Inform the school of any changes in circumstances that may affect their child's learning behaviour.
- Discuss any behavioural concerns with the form tutor/Head of Year/Behaviour Support managers.
- Ensure regular and prompt attendance and punctuality to school is maintained, avoiding taking their child out of school during term time.
- Support attendance at detentions after school.
- Insist upon high standards of uniform, behaviour, and discipline to and from school.
- Regularly check the Satchel One app for progress on achievements, behaviour, attendance, homework, and detentions.

**Students will:**

- Work hard consistently to achieve their best at school.
- Receive the recognition they deserve when they try their best to make progress, participate in enrichment activities.
- Be supported to improve if their behaviour falls below the required standards.