



Behaviour Policy
(Including Expectations and Code of Conduct)
2026 - 2027

Policy lead:	Assistant Headteacher - Hazel Weigh
Last review date:	September 2026
Next review date:	September 2027
Approval needed by:	Headteacher – Mrs Karen Key

Monitoring and evaluation

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

Aim of the Policy

At Knutsford Academy, our goal is to provide a safe, structured, and nurturing environment where both teachers and students can thrive, learn, and succeed. This policy aims to:

- Foster a strong sense of community, encourage positive learning behaviours, and promote self-regulation.
- Recognise and celebrate students' achievements through a structured rewards system.
- Establish a clear and consistent approach to behaviour management, guided by a Code of Conduct.
- Set out expectations for what constitutes acceptable behaviour, ensuring all students understand the standards they are expected to meet.

Introduction

At Knutsford Academy, we hold ourselves and our students to the highest standards of conduct, both in and outside the school environment. We acknowledge the diversity of our student body and the unique challenges some may face. As such, our approach to behaviour is rooted in inclusion, understanding, and respect.

We aim to create an environment where every student can work hard, learn effectively, and feel safe and supported. Our Code of Conduct outlines our core expectations, which form the foundation of our Behaviour Policy. Adherence to these expectations ensures a positive, productive, and respectful atmosphere for all.

Code of Conduct

High-quality teaching and learning require the highest standards of behaviour. At Knutsford Academy, all students are expected to:

- Arrive on time and in the correct uniform to all lessons.
- Be fully equipped and prepared for each lesson.
- Listen carefully and follow instructions.
- Approach all classwork and homework with **ambition**, striving to achieve the highest possible standard.
- Always **respect** others and our environment.
- Demonstrate **kindness** towards everyone within our community.

Knutsford Academy is a place where strong values are upheld, encouraging students to develop a positive, confident attitude toward themselves and others. We believe in empowering our students to realise their full potential and achieve success.

Student Conduct on the Way to and from School

Students are expected to uphold the highest standards of conduct while travelling to and from school. This includes:

- No littering, no inappropriate language, and refraining from smoking or vaping.
- Conducting themselves in a way that reflects positively on the Academy and maintains its good reputation.
- If students arrive by bus and need to travel to the Westfield Drive site, they must use the designated link path for safety and convenience.

Start of the school day

The school site is closed before 8:05.

Students arriving between 8:05 and 8:20 must enter through the main entrance of each site where they will be supervised while they turn their phone off, place it in a secure signal blocking phone pouch. They must invert their phone pouch to demonstrate that it is securely locked. Each student will be 'wanded' to check they don't have any prohibited items (second phones, smart watches, unlocking devices etc).

Students arriving between 8:20 and 8:40 will enter the school site through one of three convenient entrances at upper, or a year group specific entrance at lower. At each of these entry points the above staff supervised phone pouch securing procedure will take place.

The phone check entrances points will be closed and locked at 8:40.

After 8:40, students must make their way through the main student office entrance at each site.

Tutor Time and Registration

The school day begins promptly at **8:40am**. A bell will ring at 8:35, signalling students to make their way to their form rooms. Form Tutors will greet students at the door at 8:35, and registration will begin promptly at **8:40am**; students without a form time mark by 8:45 will be marked as late. Morning registration is a crucial part of the school day. It ensures that students are prepared for learning, providing a structured opportunity for Form Tutors to:

- Check in with students, addressing any immediate needs.
- Ensure that uniform and equipment standards are met.
- Distribute important notices.
- Foster positive relationships by offering consistent pastoral support.

Form Tutors, led by the Heads of Year, also deliver a weekly programme of activities designed to support academic, social, and personal development. This includes:

- **Assemblies** – Themed to align with national observances (e.g. Black History Month, World Mental Health Day) or part of our SMSC (Spiritual, Moral, Social, and Cultural) curriculum.

- **Literacy** – Activities that promote shared or guided reading, helping students become confident and fluent readers.
- **Votes for Schools** – Students engage in discussions on current issues, casting votes and making their voices heard on topics that matter.
- **Pastoral Review** – Students reflect on their achievements, including praise points, behaviour incidents, and attendance. Weekly awards such as Star of the Week and Head of Year awards are also given.

Registration is always expected to be purposeful and orderly. Students are expected to respond to the register promptly, without unnecessary talking, and to follow the Form Tutor's instructions.

Arbor

Arbor is a cloud-based software platform used by schools nationwide to manage data, communications, and assessments. It offers a range of tools designed to foster positive engagement with parents to support student progress. It is also effective in motivating students to optimise their academic performance and manage behaviour. Students and parents from Years 7–13 have access to the **Arbor app**, where they can track:

- Attendance
- Timetables and homework
- Praise points and rewards
- Behaviour incidents and detentions

Arbor is a key resource for keeping students, parents, and teachers connected, ensuring everyone has the information they need to support student success.

Lunchtime Homework Club

The **Lunchtime Homework Club** provides students with a quiet, supervised space to complete homework during school hours (**Monday – Friday | 1:25pm – 2:10pm | U12 & Westfield Drive library**). This initiative aims to:

- Support **home learning** and ensure students have a productive space to work.
- Help overcome barriers to homework completion, including access to resources.
- Prevent **sanctions** for unfinished homework by giving students the chance to complete it during the school day.

All students are welcome to attend, and this daily service is provided to ensure that every student can stay on track with their studies.

Praise Pathway

We are committed to promoting positive behaviour and celebrating student achievements, successes, and progress which is shared throughout the year through our new Arbor app. This platform enhances our highly successful Rewards Programme, which saw over £2,000 in prizes awarded to students, generously donated by our business sponsors, in the last academic year.

The Praise Pathway also helps reinforce our Code of Conduct regarding uniform, punctuality, and behaviour, while actively involving parents in behaviour-related conversations to support improved standards across the school.

Praise Points – All staff are encouraged to consistently recognise and reward students with praise points as part of their day-to-day practice and routines. Praise points can be issued for a variety of reasons such as recognising a high-quality piece of work, contributing to class discussion, showing responsibility, being kind & respectful, making progress, or participating in extra-curricular activities or contributing to school events.

Praise points on Arbor can be awarded under the following categories:		
✓ Attainment / Effort	✓ Extra-Curricular / Enrichment	✓ Values
Examples: <ul style="list-style-type: none">• Attitude to learning• Classwork• Homework• Class discussion• Assessments / exam results• Progress• Star of the Week• Head of Year Award	Examples: <ul style="list-style-type: none">• Sport• Performing arts• Creative arts• Revision sessions• Student Voice /Council• School Ambassador• Charity work• Contribution to school community activities	Demonstrates: <ul style="list-style-type: none">• Ambition• Respect• Kindness
All Praise points have a value of 1 point		

Knutsford Academy Rewards Programme

In addition to Praise Points, Knutsford Academy offers an exceptional and unique rewards programme that runs throughout the academic year. This well-established programme recognises and rewards students for their strengths, achievements, progress, academic successes, and commitment to the school values. Our business partners are proud to collaborate with us, providing prizes each term for our 'Star of the Week' programme, which is open to students in Years 7–13. Prizes typically include items such as a bike, headphones, or a £100 voucher.

Star of the Week

Each Friday, Form Tutors and Heads of Year nominate a student who exemplifies our school standards and values. The selected student is awarded a virtual raffle ticket for a chance to win exciting prizes donated by our business sponsors. We celebrate our Stars of the Week by sharing their photo on social media to recognise their achievement.

Top 10 Praise Point Award

At the end of each week, Heads of Year recognise the Top 10 students in each year group who have earned the highest Praise Points.

- A positive email is sent to parents, celebrating the student's achievements.

- Each student receives a virtual raffle ticket for the £100 prize draw.

This weekly recognition highlights and rewards consistent effort and positive behaviour, fostering a culture of achievement and motivating students to maintain high standards in all aspects of school life.

Subject Recognition and Reward

Each term, subject teachers recognise and celebrate student achievements by nominating individuals for the following awards:

- Outstanding Attainment/Achievement
- Outstanding Effort
- Outstanding Progress

Awarded students receive a personalised certificate to recognise their success and hard work.

School Values Award – Student of the Term

The School Values Award recognises students who consistently embody our core values: ambition, respect, and kindness. At the end of each term, Form Tutors write a brief statement explaining why the nominated student deserves the award.

Each Head of Year reviews the nominations and selects the Student of the Term. All nominees receive a personalised certificate that includes the staff comment, and the winner is honoured during the Celebration Assembly, receiving a gift voucher as a prize.

Attendance Award

We celebrate students who demonstrate exceptional commitment and a positive attitude towards their learning by being present for every timetabled lesson and registration throughout the entire term. These students are entered into a virtual prize draw at the end of each term.

One student from each year group is selected as the Attendance Award winner and receives a gift voucher and certificate.

Academic Honours for Student of the Year

At the end of each academic year, Heads of Faculty nominate one student from each year group for Academic Honours. This award highlights outstanding dedication and academic success throughout the year. Student of the Year winners receives:

- A personalised certificate
- Their name added to the Academic Honours Board

Headteacher's Award

At the end of each academic year, all staff are invited to nominate students who have made exceptional contributions to the school community or beyond, while embodying the school's core values of **ambition**, **respect**, and **kindness**. Awarded students and their parents are invited to the school to meet with the Headteacher and receive:

- A personalised certificate
- A voucher sponsored by a business partner

This recognition takes place during the Honours Assembly, celebrating the student's outstanding achievements.

Celebration Assemblies

At the end of each term, all year groups come together for a Celebration Assembly to recognise student success and award achievements. During these assemblies, students with a virtual raffle ticket participate in 'Spin the Wheel' draws to win exciting prizes donated by business sponsors.

*** Only students present at the assembly are eligible to win the prize on the day, unless there are exceptional circumstances which are reviewed by the Headteacher.**

Behaviour Pathway and Sanctions

High-quality teaching and learning depend on the highest standards of behaviour. Our Behaviour Pathway gives students multiple opportunities to focus on their learning and make the right choices, helping them avoid sanctions. Our **Code of Conduct** outlines our basic expectations for all students:

- Arrive on time and in the correct uniform to all lessons.
- Be fully equipped and prepared for each lesson.
- Listen carefully and follow instructions.
- Approach all classwork and homework with **ambition**, striving to achieve the highest possible standard.
- Always **respect** others and our environment.
- Demonstrate **kindness** towards everyone within our community.

Formal Conversations and Intervention for positive change

Teachers use a range of strategies to support positive outcomes and prevent behaviour incidents, including, but not limited to:

- Verbal reminders and warnings
- Interventions for positive change (e.g. seat changes or time-outs)
- Providing additional academic support

While most students make the right choices, some may push the boundaries of acceptable behaviour. In such cases, **Behaviour Incidents** are logged on Arbor to document when students do not meet our high expectations. It is crucial that we consistently and fairly document behaviour, engaging both students and parents to maximise positive outcomes for all. Staff will escalate sanctions based on the severity or persistence of the behaviour to ensure that teaching and

learning continue in a safe, respectful, and productive environment for everyone in the school community

At Knutsford Academy our aim is to prevent future behavioural issues by offering solutions, guidance, and positive reinforcement. We strongly believe in providing students with the tools and support to understand their actions and avoid repeating negative behaviours. These conversations not only help to address the immediate issue but also help us support the student longer term. Our aim is to provide an opportunity for students to process their actions, consider the impact of their behaviour on others, and understand the consequences of their choices.

Here is how we approach these formal discussions:

Teachers are encouraged to provide high-quality feedback on the student's behaviour, specifically:

- **What went wrong:** Helping the student understand what specific behaviour was inappropriate.
- **The impact on others:** Discussing how their actions affected their classmates, teachers, and the overall classroom environment.
- **Consequences:** Explaining the immediate consequences of their actions, including any sanctions issued (detentions, etc.), and the potential for escalated consequences if the behaviour continues.
- **Reinforcing Strengths:** While addressing negative behaviours, we also take the time to highlight the student's strengths and positive attributes. By focusing on what students do well, we aim to promote self-esteem and confidence, reinforcing positive behaviour in the future.

Timing and format:

- **During or after lessons:** If a student's behaviour disrupts the lesson, a teacher may engage with the student during the lesson or in a time-out outside the classroom to discuss the behaviour.
- **After class or at breaktime:** If the incident occurred later in the lesson or required a coolingoff period, teachers may speak with students after class or during breaktime. These moments provide an opportunity for a calm discussion about the incident.
- **Parent/Carer involvement:** If necessary, parents/carers will be contacted for their support or invited to attend the meeting to ensure clarity regarding the behaviour and any future steps.
- **Involvement of Heads of Year/Faculty:** When negative behaviours persist despite interventions, the Heads of Faculty or Heads of Year will step in to assess the situation. If the behaviour has not improved despite initial sanctions, further interventions may be needed.

Behaviour Incidents

At our school, we all play a role in fostering a culture of positive behaviour. It is essential that students respect our community rules and are held accountable for their actions and their impact on others.

High academic performance thrives on a foundation of excellent behaviour, and all teaching staff are responsible for managing behaviour both in the classroom and around the school.

Our Behaviour Pathway offers students multiple chances to make positive choices and avoid sanctions. By recording **behaviour incidents** on Arbor, we acknowledge unwanted behaviour, which is communicated to both students and parents through the Arbor App. This reinforces our high expectations, provides targeted support, and ensures appropriate sanctions are in place when necessary.

All behaviour incidents have a value of 1 point and are carefully monitored by Form Tutors and Heads of Year.

Level 1 Behaviour Incidents

These are issued for single or low-level behaviour issues. Students who accumulate 5 Level 1 behaviour incidents in a week will automatically receive a 30-minute detention via Arbor. Examples include but are not limited to:

- Not meeting uniform standards
- Forgotten phone pouch (as part of the uniform policy) – declared at the point of entry.
- Being unprepared or lacking equipment
- Poor punctuality to school or lessons
- Low-level disruption
- Not meeting class or homework standards

Level 2 Behaviour Incidents

These are issued for repeated negative behaviours or a single incident at this level. Students who are issued with a Level 2 behaviour incident will automatically receive a 30-minute detention via Arbor. Examples include but are not limited to:

- Repeatedly not following routines and expectations
- Repeated negative behaviours
- Repeatedly not following instructions
- Repeated disruption
- Repeated uniform issues

Level 3 Behaviour Incidents

These are issued for persistent negative behaviours or a single incident at this level. Students who are issued with a Level 3 Behaviour incident will automatically receive a 60-minute detention via Arbor. Examples include but are not limited to:

- Persistently not following routines and expectations
- Persistent negative behaviours
- Defiance or refusal to follow instructions or expectations
- Truancy
- Persistent disruption
- Physical behaviour
- Verbal abuse

Level 4 Behaviour Incidents

Level 4 incidents are issued when students consistently fail to meet the basic expectations of our Code of Conduct or are involved in a serious isolated behaviour issue. A Level 4 SLT detention may be issued for persistent negative behaviour or significant incidents before an internal suspension.

Students who receive a Level 4 behaviour incident will automatically be given an 80-minute SLT detention via Arbor. Examples include but are not limited to:

- Multiple missed detentions
- Persistently not following routines and expectations
- Persistent negative behaviours
- Persistent defiance or refusal to follow instructions or expectations
- Ongoing punctuality issues (to school or lessons)
- Truancy
- Persistent disruption
- Serious behaviour incidents, such as physical altercations or verbal abuse
- Verbal abuse

Level 4 – Senior Leader Team (SLT) Detention (Fridays Only – 3:10pm – 4:30pm)

As part of the process of a Level 4 Behaviour incident, staff make a formal request to issue an SLT detention. Parents are informed with a formal letter and encouraged to provide their support to avoid further escalation. Ahead of the detention a member of the Senior Leadership Team (SLT) will meet with the student to ensure they understand the reason for the detention and provide a formal letter detailing the sanction. During this meeting, students are encouraged to attend the detention and are reminded that failure to do so will result in escalation to an internal suspension in the RESET room.

Level 5 – Mobile Phone Policy breaches – Isolation/Suspensions/Exclusions

Breaches of Policy – Year 7-11 Sanctions

Breach Type	Sanction
Phone pouch forgotten	Behaviour point issued on Arbor each time. Phone handed in and stored securely
Phone/smartwatch not placed in pouch (1 st offence)	Internal Isolation + SLT Friday After-school Detention
Attempting to cheat system e.g. second phone, unlock tools, used or brought into school. (1 st offence)	Internal Isolation + SLT Friday After-school Detention

Vandalism or damage to pouch	Internal Isolation + parent/carer charge + SLT Friday After-school Detention
<u>Second offence</u> of the above breach classifications	Internal Isolation until parent/carer can collect + 1 day suspension
Persistent non-compliance with secure pouch expectations for mobile phones	Escalating sanctions up to and including multi-day suspension or permanent exclusion.

Breaches of Policy – 6th Form Sanctions

Breach Type (Study room)	Sanction
Using mobile phone for non-educational purposes.	Asked to leave the study area for the remainder of that period.
Using mobile phone for non-educational purposes – repeated offences.	Confiscation, leading to the incremental sanctions pathway outlined below.
Breach type (Main school including classroom)	Sanction
Phone out, on display or being used (including earphones/headphones). 1 st offence.	Confiscation. Name taken and handed to the 6 th form office. Can be collected at 3:10, no earlier, and no exception.
Phone out, on display or being used (including earphones/headphones). 2 nd offence.	Confiscation. Name taken and handed to the 6 th form office. Can be collected at 3:10, no earlier, and no exception. 6 th Form phone pouch procedure initiated for two days. *
Phone out, on display or being used (including earphones/headphones). 3 rd offence.	Confiscation. Name taken and handed to the 6 th form office. Can be collected at 3:10, no earlier, and no exception. 6 th Form phone pouch procedure initiated for five days. *
Phone out, on display or being used (including earphones/headphones). Repeated offences.	Bespoke strategies (phone handed in every day, permanent phone pouch). Consider escalatory sanctions in line with the school's behaviour policy.

*6th form phone pouch procedure:

- Day 1.
- Phone to 6th form office.
- Phone turned off and placed in pouch, supervised by 6th form staff.
- 6th form student 'wanded' to check for contraband
- Student unlocks phone at 3:10 using the wall mounted unlocking devices/handheld unlocking device in the 6th form office.
- Final day.
- As above, but the phone pouch is returned to the 6th form office, unlocked and handed in.

Detentions

In line with Knutsford Academy's Behaviour Pathway, teachers may initially give a verbal warning, speak to the student outside of class, arrange a restorative conversation at break time, or depending on the severity or persistent nature of the behaviour, issue an after-school detention.

All detentions are recorded on Arbor for both student and parent reference and are supervised by staff at the end of each day. At least 24 hours' notice will be provided for the detention. Students are expected to report to the detention room by 3:10pm, settle quickly, and work silently to complete online work or homework.

Students should regularly check **Arbor** for details of scheduled detentions, which are managed in rooms U11 and U12. Students and parents are responsible for arranging alternative transport home if necessary.

All detentions are managed in rooms U11 and U12. Types of Detentions:

- **30-minute detention** (3:10pm – 3:40pm)
- **60-minute detention** (3:10pm – 4:10pm)
- **80-minute SLT detention** (3:10pm – 4:30pm – Fridays only)

Knutsford Academy does not facilitate lunchtime detentions as an alternative to after-school detentions.

Parental Support

We always seek the support of parents/carers in managing behaviour incidents and sanctions. If there is a genuine reason why a student cannot attend their scheduled detention, parents should email Mr. Trippett at JTT@knutsfordacademy.org.uk to arrange an alternative date.

Absences & Missed Detentions

If a student is absent on the day of their detention, it will be **rescheduled** for the next available day, and the student is expected to attend upon their return to school.

However, failure to attend a scheduled detention will result in the escalation of sanctions. For example:

- Missed 30-minute detentions will be escalated to a 60-minute detention.

- Missed 60-minute detentions will be escalated to an SLT detention or, if necessary, an internal suspension in the RESET Room.

Internal Suspension – RESET Room

In rare cases where behaviour cannot be addressed through the Behaviour Pathway or when behaviour persistently falls short of our basic expectations, students may face an Internal Suspension in the RESET Room.

An Internal Suspension is a serious sanction, reserved as a last resort for serious or persistent breaches of the behaviour policy. The RESET Room provides a structured and purposeful environment, fully resourced to support student learning. It allows students the opportunity to reflect on their behaviour and refocus on the purpose of school.

RESET Room Protocol:

- Internal Suspension runs from 8:40am to 4:10pm on Mondays, Wednesdays, and Fridays.
- Students do not have access to phones and work in silence.
- They will complete work from the RESET Room Learning Platform.
- Staff on duty maintain a student work log throughout the day.
- Each student participates in a restorative conversation, encouraging them to reflect on their behaviour and consider strategies for avoiding negative actions in the future.
- Reasonable adjustments will be made for students with SEND (Special Educational Needs and Disabilities).

Monitoring and Intervention

Form Tutors and Heads of Year closely monitor behaviour incidents each week. They encourage students to reflect on their behaviour choices to avoid detentions or internal suspensions. A RESET Room referral is considered for students who accumulate 25+ behaviour incidents in a week, and this is discussed with parents.

Pastoral Behaviour Support Programme

When negative behaviours and sanctions become a recurring issue, the school will consider a range of additional **strategies**, **interventions**, and **support** to address the underlying behaviour. These may include, but are not limited to:

- Daily contact with a designated pastoral professional within the school
- Mentoring by a trusted adult or local mentoring charity
- Regular reviews – with the student and parents to celebrate progress and address concerns at an early stage
- Review of academic support and any necessary testing or adjustments
- Use of a report card with personalised targets to track behaviour and progress
- Personalised Behaviour Support Plans
- Participation in appropriate planned pastoral interventions/workshops, such as:
 - ELSA intervention – emotional literacy and wellbeing programme

- ASD Wellbeing Toolkit Programme
- GANGS – Get Away & Get Safe (to address gang-related issues)
- JDI – Just Drop In (talking therapy sessions)

- CGL – Change, Grow, Live (support for drug & alcohol misuse)
- Progressive Masculinity Programme
- The Queensberry AP (1:1 support to reduce the risk of child exploitation and involvement in youth violence)

- Referral to external support services, such as CAMHS, Counselling, or Mental Health Services
- Temporary adjustments to a student’s timetable to provide a more tailored approach
- Home-school contract to formalise the partnership between school and family
- Temporary transfer to a partnership school or an alternative provision if necessary

Suspensions / Exclusion

In the rare instances when a student’s behaviour cannot be effectively addressed through the Behaviour Pathway, the Headteacher may decide to issue a fixed term suspension or, in exceptional cases, consider permanent exclusion.

- **Fixed Term Suspension** – The student is suspended externally from school for a temporary and specified period.
- **Permanent Exclusion** – The student is permanently excluded from attending the school.

Both suspension and exclusion are extreme measures, used only as a last resort in response to a single serious breach or persistent breaches of the behaviour policy. They are used to reinforce clear boundaries of what is unacceptable behaviour and ensure that all students benefit from a safe and respectful learning environment. These sanctions are intended to maintain good order and discipline within the school, allowing all students to have the opportunity to succeed and thrive in a positive educational setting.

Unacceptable behaviours that may lead to suspension or permanent exclusion, these include but are not limited to:

- 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, or any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism/damage
- Theft
- Fighting/threatening behaviour
- Physical assault/violent behaviour
- Smoking/Vaping
- Mobile phone breaches:
 - Using a phone

- Found with a phone not in the pouch.
 - Phone in the pouch, but emitting sound, due to it not being turned off.
 - Finding a student in possession of a smart tech. including but not limited to smart watches, ear pods, headphones and smart glasses.
 - Finding a student in possession of an unlocking device
 - Finding the student in possession of a tampered/damaged pouch, rendering it ineffective (phone can be accessed or the signal blocking is ineffective)
- Drugs
 - Inappropriate use of technology /social media
 - Racist, sexist, homophobic or other discriminatory behaviour

Possession of prohibited items that may lead to suspension or permanent exclusion, these include but are not limited to:

- 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).

Our school is committed to promoting a culture that consistently upholds high standards of behaviour while providing an inclusive environment with the necessary support to ensure all students can achieve and thrive both in and out of the classroom. For students with SEND, we make reasonable adjustments to support their individual needs and help them meet behaviour expectations. We aim to provide a supportive and positive environment, with clear boundaries so all students feel valued, respected, and able to succeed.

We take a whole-school approach to behaviour management, working closely with the **SEND**, **Safeguarding**, and **Wellbeing** teams when considering behaviour to ensure that it meets the needs of all students, including those with Special Educational Needs and Disabilities (SEND). It is essential that every student feels safe, valued, and part of a school community that sets high expectations for all. Our school promotes a positive, low-arousal behaviour culture, creating a calm and supportive environment that benefits all students, particularly those with SEND.

Understanding Behaviour in the Context of SEND

While every school must manage behaviour effectively, regardless of a student's individual needs, we recognise that some behaviours may be linked to specific special educational needs. Not all instances of misbehaviour are connected to a student's needs, but certain behaviours may be more prevalent in students with specific conditions such as ADHD, Autism, or Cognitive and Learning challenges.

When responding to behaviour, we carefully consider each student's individual needs and make reasonable adjustments to ensure fair and supportive outcomes. We are committed to fostering a culture of understanding and inclusion while maintaining consistent behaviour standards across the school.

Strategies and Interventions

Our school provides a wide range of strategies and interventions tailored to support students with additional or special educational needs. These may include:

- **Preventative measures** to anticipate and reduce the likelihood of misbehaviour.
- **Individualised behaviour plans** that cater to specific needs.
- **Positive reinforcement** techniques and structured interventions designed to engage students in their learning.

Training and Support

We ensure that all staff are regularly trained and updated on the four specialist areas of SEND. These are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and Physical

This equips them to provide 'Ordinarily Available Inclusive Provision' or 'OAIP' and to support the diverse needs of our students effectively.

Engagement with Parents

We actively encourage positive collaboration with parents and carers, particularly when supporting the behaviour of students with additional needs. Knutsford Academy has core values of respect and kindness, and we expect that these values are upheld in all interactions. By working together, we can ensure the best possible outcomes for our students, fostering a positive school experience and helping our students to succeed both academically and personally.

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

Routine Screening to Support the Phone-Free School System

As part of the school's commitment to maintaining a phone-free learning environment and ensuring the integrity of the secure pouch system, the school will implement routine, non-confrontational screening using handheld metal detectors ("wandering").

This screening is not targeted at individuals and does not require suspicion. It is a standardised, preventative measure designed to support the consistent application of school expectations regarding mobile phones and associated devices (including smartwatches and unlocking devices).

Purpose of Routine Screening – Typically at the point of entry or during routine 'spot checks'.

Routine 'wandering' is used to:

- Deter students from bringing additional or concealed mobile phones or electronic devices into school
- Ensure compliance with the phone-free school pouch system
- Maintain a fair and consistent approach for all students
- Support a calm and focused learning environment

Nature of the Screening

- Screening will be carried out in a consistent, routine, and visible manner, for example at entry points or at designated times during the school day
- The process is quick, non-intrusive and non-contact, using a handheld metal detector
- Students will not be physically searched; the wand is passed externally over clothing and belongings
- Any alert will be followed up through normal procedures (e.g. asking the student to reveal the item)

Staffing and Conduct

- Screening may be conducted by any member of staff
- The process will be carried out in a calm, respectful and non-confrontational way
- Where possible, the dignity and privacy of students will be maintained at all times
- Staff will clearly explain the process to students to ensure understanding and cooperation

Student Expectations

- Students are expected to comply with routine screening as part of the school's behaviour expectations
- Refusal to comply may result in further action in line with school behaviour policies and may lead to restricted access to the school site until compliance is achieved

Relationship to Existing Powers

- This routine screening is distinct from a search and is carried out under the school's authority to screen students to maintain safety and good order
- Where screening indicates a potential prohibited item, further action may be taken in line with the Searching Students section policy

The use of routine 'wandering' in this context is intended to be preventative rather than punitive, forming part of the school's wider culture of high expectations, consistency and safeguarding.

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

Physical Intervention/Reasonable force

At Knutsford Academy, we work diligently to maintain a calm and low-arousal environment that supports all students within the school community. However, there may be rare occasions when a physical intervention is required as a last resort to manage a situation effectively and safely.

In such circumstances, trained and experienced staff will assess the situation carefully to determine if physical intervention is necessary. Any intervention will always be reasonable, proportionate, and necessary given the specific circumstances, with the goal of ensuring the safety and well-being of all individuals involved.

Staff will follow clear guidelines and protocols, ensuring that any action taken is in line with the Academy's duty of care to students and staff. The use of physical intervention is always regarded as a measure of last resort and will be documented appropriately.

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

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

At Knutsford Academy, we take a zero-tolerance approach to racism and other discrimination, bullying, child-on-child abuse, and sexual harassment. These behaviours are treated with the utmost seriousness and sensitivity, ensuring that both victims and perpetrators receive the appropriate support. We are committed to creating an environment where all students feel safe, respected, and valued, and we work collaboratively with students, parents, staff, and the wider community to foster an atmosphere of tolerance, safety, and understanding.

Any allegations or incidents are managed by the Safeguarding Team with confidentiality and care. Staff will work with both students and parents to ensure that any issues are addressed promptly, sensitively, and appropriately to prevent further incidents or escalation.

How to Report Bullying or Concerns

We encourage students, parents, and members of the community to report bullying or concerns in a way that feels comfortable and safe. Reports can be made through the following channels:

- **Email:** You can email a member of staff directly or use the designated "contact" email address to raise concerns.
- **Tell Someone:** On the school's website, there is a "Tell Someone" Tab, where a report can be submitted via an online form directly to a member of staff.
- **In Person:** Students and parents can speak to any member of staff, who will then refer the matter to the appropriate pastoral team member. Form Tutors should be considered the first point of contact for any concerns.

Preventative Education and Awareness

We recognise that prevention is key to combating racism and other discrimination, bullying, child-on-child abuse, and sexual harassment. As part of our commitment to tackling these issues, our PSHCE and SMSC curriculums, along with assemblies, provide students with opportunities to learn, reflect, and engage in topics such as tolerance, respect, empathy, and the consequences of harmful behaviours.

These educational programmes are designed to give students the tools to recognise and understand the impact of these behaviours on others and to foster a deeper appreciation for the diversity and wellbeing of everyone in our school community.

External Support and Intervention

Knutsford Academy will seek to involve local services when necessary, including:

- The School Police Liaison Officer
- Safeguarding Children in Educational Settings team

These services may be utilised depending on the nature and severity of the incident to ensure that appropriate action is taken and that students receive the support they need.

Please refer to the "Safeguarding Policies" for further details.

General Presentation – Uniform and Appearance

At Knutsford Academy, we expect all students to take pride in their appearance and wear their uniform to the highest standards. Our uniform helps foster a sense of community, pride, and professionalism, and we ask that students adhere to the following expectations:

- **Blazers:** A blazer is compulsory and must be worn at all times when moving around the school. It may be removed in lessons or outside but must be worn when transitioning between lessons and at all formal school events.
- **Shirts:** Shirts should always be tucked in neatly, and the top button must be fastened.
- **Ties:** the knot of the tie should cover the top button.
- **Trousers:** Trousers must be worn at the waist and should be appropriate in fit and style (not excessively tight or baggy).
- **Skirts:** If choosing to wear a skirt it **must** be the new design tartan-style skirt, no other skirt options are allowed (unless in Yr 11 2026-27). Students can choose to wear trousers instead of the new design skirt if preferred. Students who chose to wear this skirt are not permitted to shorten the skirt by rolling it at the waistband. The school reserves the right to direct any individuals who persistently breach our expectations to wear trousers.
- **Jumpers:** A navy blue knit 'V-necked' jumper may be worn underneath the blazer but is optional.
- **Socks/Tights:** Students should wear either plain black socks (ankle length or below the knee) or black tights.

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

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

We appreciate your commitment to these standards, as they contribute to a professional and respectful learning environment.

Footwear Expectations

To ensure students are presenting themselves in line with the school's high standards of uniform, the following guidelines must be adhered to:

For All Students:

- **Traditional Black Shoes:** Students must wear sensible, plain, all-black traditional shoes. This includes the 'Kickers' brand. These shoes should be formal, appropriate for a school setting, and comfortable for day-to-day use.
- **No Sports Trainers:** Sports trainers such as Nike, New Balance, On, Adidas, Converse and Vans **are not** allowed as part of the school uniform.
- **No Boots or Canvas Footwear:** Boots, canvas shoes, or any footwear with visible logos are not permitted.
- **Sports Trainers for PE:** Sports trainers are allowed but only for practical lessons, such as PE, and must be appropriate for physical activity.

For Sixth Formers:

- **Smart Dress Code:** Sixth Form students must adhere to the **Sixth Form Dress Code**, ensuring they dress smartly and in a manner that represents the responsibility and maturity expected of senior students.

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

Conduct in Lessons – Expectations

Students are expected to adhere to the following guidelines to ensure a productive and respectful learning environment:

At the Start of Lessons:

- **Line Up and Prepare Quietly:** If classrooms are locked, students should line up outside the classroom in silence and wait until the teacher arrives. Students should enter the classroom quietly, prepare for the lesson, and wait for instructions from the teacher.
- **Ready to Learn:** Students are expected to sit in the designated seats as per the teacher's seating plan. Once seated, students should have all necessary equipment on their desk (books, pencil case, planner, etc.). In practical subjects, this may include changing into the required kit or preparing materials as directed (e.g. for PE, cooking lessons, etc.).
- **During Lessons:** We believe that fostering a positive and productive learning environment is fundamental to student success. For all students, regardless of their individual needs, working hard and respectfully are core principles that guide our daily expectations.

Engagement in Learning:

- Students are expected to give their full attention in every lesson and follow the teacher's instruction; they must focus on the task and making a genuine effort to understand and complete work to the best of their ability.

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Active participation is encouraged, where students are expected to ask questions, contribute to discussions, and engage with the learning material actively.

- All work, both in class and for homework, should be completed to the highest standard. Students should ensure their written work is neat, with titles and dates underlined.
- For practical subjects (e.g. PE, Dance, Drama, Cooking), students should wear the correct school kit for lessons and bring the required materials, such as cooking ingredients for food technology.
- Students with SEND are supported by 'Ordinarily Available Inclusive Provision' or 'OAIP' teaching. For some this includes personalised resources, additional time, access to learning support assistants and or the SEND HUB.

Respect for Diversity:

- Students must demonstrate respect for the diversity of their peers, which includes cultural, social, religious, and individual differences. This means appreciating the different perspectives that others bring and ensuring that everyone feels valued and included in discussions. A zero-tolerance policy is in place for any form of discrimination, whether it's based on race, gender, disability, or any other characteristic.

Effort and Perseverance:

- Students are encouraged to work hard, showing persistence even when faced with difficult tasks. Whether it's a challenging piece of coursework, a complex mathematical problem, or an unfamiliar topic, students are expected to approach their work with determination and resilience.
- Teachers provide feedback and guidance to support students in improving and overcoming challenges. The aim is to help students see mistakes as learning opportunities rather than setbacks.

Time Management and Responsibility:

- Students are expected to attend their timetabled lessons and to be punctual. Students should arrive prepared and remain focused until the end of the class. They should avoid distractions (such as mobile phones or side conversations) that could disrupt their learning or the learning of others.
- Students are expected to use their time efficiently, completing tasks within deadlines and being accountable for their actions. This includes taking responsibility for their own learning and ensuring they manage their homework, projects, and assessments effectively.

At the End of Lessons:

- **Tidy and Organised:** Students are expected to tidy their areas and organise themselves quietly when the lesson ends. They should stand quietly behind their chairs when asked to do so, correct uniform standards and be ready to leave in a calm and orderly manner. The classroom must be left tidy and free of any litter.

- **Homework:** Homework will be assigned via the Arbor, which can be accessed by both students and parents. All homework must be completed to a high standard and submitted on time as per the deadlines set by the teacher.

Moving Around the Site – Behaviour Expectations

Students are expected to demonstrate respectful and responsible behaviour when moving between lessons, during social times, and across the school site. Specifically, students should:

- **Move Sensibly and Quietly:** Navigate the school corridors calmly and quietly, always keeping to the left. Arrive at your lessons on time, ready to learn.
- **Listen and Follow Staff Instructions:** Always follow the guidance of staff when transitioning between lessons or during other school activities.
- **Wear Uniform Correctly:** Ensure that school uniform is worn appropriately and to the high standards expected by the school.
- **Eat and Drink in the Right Place:** Use designated areas for eating and drinking, respecting the rules around the social areas. Stay out of areas that are out of bounds. Place all litter in the bins provided to maintain a clean and tidy environment. Use the toilet facilities during break times to avoid missed learning.
- **Respect others and Avoid Physical Contact:** Treat all members of the school community with kindness and courtesy. Refrain from physical contact with others while moving around the site.

If students do not meet these expectations, they will be supported in improving their behaviour. Appropriate action will be taken in line with the Behaviour Pathway, which may include consequences for not following these rules.

Knutsford Academy – A Phone Free School.



Knutsford Academy operate a Secure, Lockable, Signal Blocking Mobile Phone Pouch system.

Full details available in the Knutsford Academy Mobile Phone Policy.

Roles and Responsibilities

The Board of Trustees and the Local Governing Board's Responsibilities: The Board of Trustees and the Local Governing Board are responsible for regularly reviewing and monitoring the effectiveness of this behaviour policy to ensure it is achieving its intended outcomes.

- **Holding the Headteacher to Account:**
They hold the Headteacher accountable for the successful implementation of the policy, ensuring that behaviour management strategies are aligned with the school's ethos and that consistent and fair practices are being followed across the school.

The Headteacher's Responsibilities:

The Headteacher plays a key role in fostering a positive school culture and ensuring the effective management of behaviour across the school. Their responsibilities include:

- **Policy Oversight and Promoting a Positive Environment:**
Work with the Governors to monitor and evaluate the effectiveness of the Behaviour Policy, ensuring it is updated and implemented effectively. Ensure that the school environment actively encourages positive behaviour, and that staff handle poor behaviour effectively, in line with the school's policy.
- **Monitoring Consistency:**
Monitor how staff implement the behaviour policy, ensuring that rewards and sanctions are applied consistently and fairly across all year groups and departments.
- **Supporting Staff Authority:**
Work with the Governing body to create and maintain a culture of respect, supporting staff to apply behaviour management strategies fairly and consistently.
- **Suspensions and Exclusions:**
Make the final decision regarding student suspensions or exclusions, ensuring that these actions are taken only when necessary and in line with the school's procedures.

The Senior Leadership Team's Responsibilities:

The Senior Leadership Team (SLT) is crucial in supporting both staff and students in managing behaviour across the school. Their responsibilities include:

- **Supporting Staff with Behaviour Incidents:**
Provide guidance and support to staff in addressing and managing behaviour incidents, ensuring that responses are consistent and in line with the school's policy.

Managing and Improving Behaviour:

Lead efforts to improve student behaviour and ensure that discipline is applied fairly, consistently, and in accordance with the school's policies and procedures.

School Staff Expectations:

To create a positive, productive learning environment, staff are expected to:

- **Promote Safety and Purpose:**
Ensure a safe, supportive, and purposeful learning environment where all students feel a sense of belonging and can thrive. Lead by example, modelling the behaviour we expect from students, showing respect, kindness, integrity, and responsibility.
- **Consistent Behaviour Policy Implementation:**
Apply the school's behaviour policy consistently, ensuring fairness and clarity in all actions. Accurately record and monitor behaviour incidents, ensuring that patterns are identified, and appropriate actions are taken.
- **Personalised Support:**
Provide a tailored approach to meet the specific behavioural needs of individual students, ensuring they receive the support they require.
- **Parent Communication:**
Engage with parents to share concerns, seek support, and collaborate on strategies to address behavioural challenges and ensure the best outcomes for students.

Parent/Carer Expectations:

To ensure their child thrives and meets their full potential, parents and carers are expected to:

- **Encourage Achievement and Ensure Regular Attendance:**
Motivate their children to work hard, pursue enrichment opportunities, and achieve positive outcomes from school. Ensure their child maintains regular and punctual attendance, avoiding taking them out of school during term time.
- **Promote Policy Adherence:**
Actively support and follow all school policies, ensuring alignment with the school's values and standards. Insist upon high standards of uniform, behaviour, and discipline both to and from school.
- **Support School Authority and address behavioural concerns:**
Uphold and support the school's behaviour management system to maintain a safe and purposeful learning environment. Engage with the school to discuss any behavioural concerns with the Form Tutor, Head of Year, or Behaviour Support Managers to ensure the best outcome for their child. Support the school by ensuring that their child attends afterschool detentions when required.
- **Use Arbor App and Maintain Effective Communication and inform of changes:**
Regularly check the Arbor app to monitor their child's progress, achievements, behaviour, attendance, homework, and detentions, staying informed about their child's school life. Communicate appropriately and promptly with school staff, responding to communications and queries in a timely manner. Notify the school of any changes in circumstances that may impact their child's learning or behaviour, enabling staff to offer the necessary support.

Student Expectations:

At Knutsford Academy, we believe in the potential of every student. In line with our high standards and supportive environment, students are expected to:

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- **Strive for Excellence:**
Work hard consistently to achieve their best in all areas of school life, both academically and personally.
- **Follow the School Code of Conduct:**
Adhere to the basic expectations of behaviour, ensuring respect for themselves, others, and the school environment.
- **Engage and Participate:**
Take pride in their progress, actively participate in class discussions, and engage in enrichment activities that enhance their learning and personal growth.
- **Seek Improvement:**
Be open to support and guidance when behaviour or performance falls below the required standards, with a commitment to improving and learning from feedback.