



Behaviour Policy Expectations and Code of Conduct

Knutsford Academy/Cheshire Studio School

Policy lead:	Assistant Headteacher - Hazel Weigh
Last review date:	November 2023
Next review date:	September 2024
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

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 the 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.

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 work, participation, behaviour or being courteous 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

(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.

Parents and carers will also be able to see if their child has been awarded any of the following, on their Satchel One App:

Star of the week (a weekly form tutor award), **Top of the class badge** (a weekly Head of Year award). They will also be **awarded bronze, silver and gold certificates** as they gain more and more Praise Points.

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

At the end of each term, students who have been given awards, plus the top 10 achieving students in each year are invited to a **Celebration Assembly**. Students are awarded a virtual raffle ticket to win fantastic prizes, given to the school by our business sponsors. Typically prizes include items such as a bike, headphones, and vouchers to the value of £100.

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.

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 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’.

Behaviour Pathway and Sanctions

Behaviour Points - These will replace ‘demerits’ and will be issued when students do not meet our high expectations. Our Code of Conduct outlines our expectations:

- 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, repeated disruption 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. However, where students continue with that behaviour, or they are not complying in another way, for example, repeated uniform issues or repeatedly preventing others from learning, a **B3 – Behaviour Point (-25)** will be issued. On such occasions the teacher will issue another verbal warning and a behaviour intervention such as a time out or seat change. On the rare occasion that a student's behavior continues to disrupt learning the student may be removed to another room and issued with a **B4 – Behaviour Point (-35)**.

On the very rare occasions that behaviour cannot be dealt with through the Behaviour Pathway process or behaviour persistently does not meet our basic expectations a **B5 (-45 behaviour points)** referral can be made to 'Internally Suspend' a student in the 'RESET Room'.

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 policy, 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 3:05pm 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.

B4: 60-minute detention after school.

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 policy. For example, missed 30-minute detentions will be reissued as a 60-minute detention. Missed 60-minute detentions will be escalated to an Internal Suspension in the RESET Room.

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 - 4pm on a Monday - Friday.

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.

- 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 Behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (please refer to our anti-bullying policy for further details)
- Sexual assault, which is unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic & other discriminatory behaviour

Possession of any prohibited items. These include:

- Knives or weapons
- Alcohol
- Illegal drugs or associated equipment
- 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

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.

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

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 staff may need to resort to a physical intervention when the situation arises. On such occasions the use of force should be reasonable, proportionate, and necessary.

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

Peer-on-Peer Abuse: Sexual Violence/Harassment

The school treats any incident of peer-on-peer abuse or sexual harassment with the upmost seriousness. Any allegations/incidents are treated as safeguarding issues and are therefore dealt with by that team rather than the Behaviour team. All incidents/allegations are logged, and we retain copies of written statements, images, and social media evidence.

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.

Student Dress Code

Students should take pride in their appearance and wear appropriate Academy or Studio uniform to the high standards we expect at all times.

Uniform standards include:

- Blazers must be worn at all times when moving around the building.
- A navy blue, 'V' neck jumper can be worn underneath the blazer but not instead of a blazer.
- Shirts are expected to be tucked in.
- Top buttons should be closed.
- Ties should be placed smartly at the top button.
- Smart school shoes should be worn, no trainers.
- Skirts should be worn at a length that is appropriate for a professional work/school environment (knee length to mid-thigh).
- Students are not allowed to wear coats inside the building.
- Hoodies/branded jumpers are not to be worn at any time in school.

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

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, Sparxs, Revision - gcsepod/gcsebitesize.
- 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.

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.

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 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 policy 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.