

## Behaviour Policy

<b>Author:</b>	ABY
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Version	Date	Updates
V2	September 2025	Various updates throughout, highlighted in yellow.

### Associated Policies

- Anti-Bullying Policy
- Child on Child Abuse Policy
- Exclusion and Suspension Policy
- Learning for All-Equal Opportunities Policy
- Online safety and Acceptable use Policy
- Safeguarding and Child Protection Policy

<b>1</b>	<b>Policy Statement of Aims</b>
1.1	<p>This policy aims to:</p> <ul style="list-style-type: none"> <li>• Provide a consistent whole-school approach to behaviour management..</li> <li>• Define unacceptable behaviour, including bullying and discrimination.</li> <li>• Outline expectations for student behaviour and consequences for misconduct.</li> <li>• Clarify roles and responsibilities in behaviour management.</li> <li>• Summarise our rewards and sanctions system</li> </ul>
1.2	<p>The policies and procedures at Northampton School for Girls are securely built on our ethos of respect for self, respect for others and respect for learning. As such we provide an environment in which equality, diversity and inclusion are valued, with all students encouraged to respond positively and independently to our high expectations of behaviour.</p>
1.3	<p>NSG will ensure that individual students who do not meet the high expectations of behaviour are not allowed to adversely affect the learning of others.</p>
1.4	<p>NSG acknowledges its duties under the Equality Act 2010, its safeguarding duties and those duties owed towards students with mental health issues and special educational needs and those subject to the Education Healthcare Plan (EHCP) process outlined in <a href="#">Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023</a>.</p>
<b>2.</b>	<b>Legislation and statutory requirements</b>
2.1	<p>NSG recognises its duties under:</p> <ul style="list-style-type: none"> <li>• Equality Act 2010</li> <li>• Children and Families Act 2014</li> <li>• Education and Inspections Act 2006</li> <li>• Suspension and Permanent Exclusion Guidance (2023)</li> <li>• Children’s Wellbeing and Schools Bill (2024, pending)</li> <li>• Online Safety Act 2023</li> </ul>
2.2	<p>This policy is based on guidance from the DfE including:</p> <ul style="list-style-type: none"> <li>• Behaviour in Schools: Advice for Headteachers and School Staff (2024)</li> <li>• Searching, Screening and Confiscation: Advice for Schools (2022)</li> <li>• Use of Reasonable Force in Schools (pending 2025 updates)</li> <li>• Special Educational Needs and Disability (SEND) Code of Practice</li> <li>• Keeping Children Safe in Education (2024)</li> <li>• Supporting Students with Medical Conditions at School</li> <li>• Schedule 1 of the Education (Independent School Standards) Regulations 2014</li> <li>• DfE guidance on publishing behaviour and anti-bullying strategies</li> </ul>
2.3	<p>Northampton School for Girls will advise the police of any criminal activity; this includes racist, sexist, homophobic or other hate incidents that are categorised as crimes. (See “<b>Procedures in regard to hate incidents, bias and prejudice against an individual protected characteristic at NSG</b>”.)</p>
<b>3.</b>	<b>Definitions</b>
3.1	<p>At Northampton School for Girls, we require everyone to show respect, tolerance and understanding towards one another. Our “NSG expects” and established learning routines support our students to adopt consistent and highly positive attitudes and commitment to their education.</p>
3.2	<p>We believe it is essential that students and staff understand they have the right to feel safe, valued and respected, free from any form of discrimination with the right to learn in an environment free from the disruption of others.</p> <p>Our staff are expected to always set an excellent example to students and use rewards and sanctions accurately and consistently in line with the behaviour policy.</p>

	Families are involved in behaviour incidents to foster good relationships between the school and student's home life.
3.3	<p><b>Misbehaviour</b> is defined as:</p> <ul style="list-style-type: none"> <li>• <i>Disruption in lessons, in corridors between lessons, and at break and lunchtimes</i></li> <li>• <i>Non-completion of classwork or homework</i></li> <li>• <i>Poor attitude</i></li> <li>• <i>Incorrect uniform</i></li> <li>• <i>Use of a mobile phone during the school day on the school site</i></li> </ul>
3.4	<p><b>Serious misbehaviour</b> is defined as:</p> <ul style="list-style-type: none"> <li>• <i>Repeated breaches of the school rules</i></li> <li>• <i>Any form of bullying</i></li> <li>• <i>Sexual assault, harassment, or abuse, which is defined as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.</i></li> <li>• <i>Vandalism</i></li> <li>• <i>Theft</i></li> <li>• <i>Fighting</i></li> <li>• <i>Smoking and vaping on site</i></li> <li>• <i>Use of a mobile device to record, unload or share activity relating to NSG or any NSG student.</i></li> <li>• <i>Racist, sexist, homophobic or discriminatory behaviour verbally, physically or online</i></li> <li>• <i>Possession of any prohibited items. These are:</i> <ul style="list-style-type: none"> <li>- <i>Alcohol</i></li> <li>- <i>Illegal drugs</i></li> <li>- <i>Knives or weapons</i></li> <li>- <i>Stolen items</i></li> <li>- <i>Tobacco and cigarette papers</i></li> <li>- <i>Fireworks</i></li> <li>- <i>Pornographic images</i></li> <li>- <i>Or the possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, damage to property or to cause personal injury to any person (including the student).</i></li> </ul> </li> </ul>
3.5	<p><b>Off-site misbehaviour</b></p> <p>Sanctions may be applied where a student has misbehaved off-site when; representing the school, such as on a school trip or on the bus, on the way to or from school, or it could; have repercussions for the orderly running of the school, poses a threat to another student or could adversely affect the reputation of the school.</p> <p>Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).</p>
3.6	<p><b>Online misbehaviour</b></p> <p>The school can issue behaviour sanctions to students for online misbehaviour when:</p> <ul style="list-style-type: none"> <li>• It poses a threat or causes harm to another student.</li> <li>• It could have repercussions for the orderly running of the school.</li> <li>• It adversely affects the reputation of the school.</li> <li>• The student is identifiable as a member of the school.</li> </ul>
3.7	<p><b>Suspected criminal behaviour</b></p> <p>If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher or a member of the senior leadership team will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure, and enforce sanctions, as long as it does not conflict with police action.</p>

<b>4.</b>	<b>Roles and Responsibilities</b>
4.1	<p><b>The Governing Board</b></p> <p>The Governing Board is responsible for the overseeing and monitoring the behaviour policy's effectiveness, holding the headteacher to account for its implementation.</p>
4.2	<p><b>The Headteacher</b></p> <p>The Headteacher Is responsible for:</p> <ul style="list-style-type: none"> <li>• Implementing the policy</li> <li>• Managing procedure</li> <li>• Any decision to suspend or exclude a student on a fixed term or permanent basis</li> <li>• Ensuring that the school environment encourages positive behaviour and that staff deal consistently and effectively with poor behaviour.</li> <li>• Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour</li> <li>• Regularly reviewing behaviour data</li> </ul>
4.3	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Staff are responsible for:</li> <li>• Implementing the behaviour policy and procedures consistently</li> <li>• Modelling positive behaviour.</li> <li>• Providing a personalised approach to the specific behavioural needs of particular students.</li> <li>• Accurately and consistently recording behaviour incidents</li> </ul> <p>The senior leadership team will support staff in responding to behaviour incidents.</p>
4.4	<p><b>Parents/Carers</b></p> <p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• Engage with the school's behaviour policy and reinforce it at home where appropriate to ensure their child is adhering to the "NSG Expects".</li> <li>• Inform the school of any changes in circumstances that may affect their child's behaviour.</li> <li>• Discuss any behavioural concerns with the school promptly and raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.</li> </ul>
4.5	<p><b>Students</b></p> <p>Students will be made aware of the following:</p> <ul style="list-style-type: none"> <li>• The expected standard of behaviour outlined through the school's key expectations, rules, and routines</li> <li>• The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.</li> <li>• The pastoral support that is available to them to help them meet the behaviour standards.</li> </ul> <p>Extra support will be provided for students who are mid-phase arrivals and/or have additional needs or vulnerabilities to ensure they have a clear understanding of the NSG expectations .</p>
<b>5.</b>	<b>Rewards and Sanctions</b>
5.1	<p>Positive behaviour will be rewarded with:</p> <ul style="list-style-type: none"> <li>• Praise</li> <li>• SIMS rewards</li> <li>• Letters or phone calls home to parents/carers</li> <li>• Special responsibilities/privileges/activities</li> <li>• Other achievement rewards</li> </ul>

5.2	<p>The school may use one or more of the following sanctions in response to unacceptable behaviour:</p> <ul style="list-style-type: none"> <li>• A verbal reprimand</li> <li>• Detention at break or lunchtime, or after school</li> <li>• Referring the student to a school leader</li> <li>• Putting a student 'on report'</li> <li>• Letters or phone calls home to parents/carers</li> <li>• A temporary, agreed, alternative work location. This may include an agreed Alternative Provision.</li> <li>• Referring the student to the senior leadership team.</li> <li>• Agreeing a behaviour contract</li> <li>• Internal or external suspension.</li> </ul> <p><b>Post-Sanction Support and Behaviour Improvement</b></p> <p>Following the application of a sanction, the school will implement appropriate strategies to support the student in understanding how to improve their behaviour and meet the school's expectations. These strategies are designed to promote reflection, accountability and positive change.</p> <p>Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• <b>Restorative conversations or repair meetings</b> to rebuild relationships and address harm</li> <li>• <b>Daily check-ins with a designated pastoral lead</b> to provide ongoing guidance and encouragement</li> <li>• <b>A personalised report card</b> outlining clear, individualised behaviour targets and monitoring progress</li> </ul> <p>Such measures aim to ensure that students are supported to make better choices and re-engage positively with school life.</p>
5.3	<p><b>Suspension or Permanent Exclusion</b></p> <p>Only the Headteacher, or acting Headteacher, can suspend or exclude a student from school. A permanent exclusion will be taken as a last resort.</p> <p>A decision to exclude a student will be taken only:</p> <ul style="list-style-type: none"> <li>• In response to serious or persistent breaches of the school's behaviour policy, <b>and</b></li> <li>• If allowing the student to remain in school would seriously harm the education or welfare of others</li> </ul> <p>Before deciding whether to suspend or permanently the Headteacher will:</p> <ul style="list-style-type: none"> <li>• Consider all the relevant facts and evidence.</li> <li>• Ensure the student has had the opportunity to provide their version of events.</li> <li>• Consider any relevant special educational needs or vulnerabilities.</li> </ul> <p>For more details regarding suspensions and exclusions please refer to the Northampton School for Girls Suspension and Exclusion Policy.</p>
5.4	<p><b>Student transition</b></p> <p>To ensure behaviour is continually monitored and the right support is in place, information related to student's behaviour issues recorded in SIMS will be available to relevant staff at the start of the term or year.</p>
6.	<p><b>Bullying (Please see the Anti-Bullying Policy for more details)</b></p>
6.1	<ul style="list-style-type: none"> <li>• <b>Bullying:</b> The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.</li> </ul>
6.2	<p><b>Bullying can be:</b></p>

	<ul style="list-style-type: none"> <li>Physical: pushing, hitting, kicking.</li> <li>Verbal: insults, threats, discriminatory language.</li> <li>Indirect: exclusion, rumour-spreading, graffiti.</li> <li>Cyber: online or text-based harassment, sharing offensive media.</li> </ul> <p><b>Bullying can relate to:</b></p> <ul style="list-style-type: none"> <li>Race, religion, or belief</li> <li>SEND</li> <li>Gender or gender reassignment</li> <li>Sexual orientation</li> <li>Appearance or socio-economic status</li> <li>Children who are Looked After or young carers</li> </ul> <p><b>Note:</b> Instances of conflict or isolated incidents of friendship turbulence between students are not classified as bullying. However, such situations are taken seriously and responded to appropriately.</p>
6.3	<b>Child-on-child abuse:</b> Any behaviour that harms another child physically or emotionally, whether one-off or repeated. Repeated instances are classified as bullying.
<b>7.</b>	<b>Zero-tolerance approach to sexual harassment and sexual violence</b>
7.1	The school will ensure that any incidents of sexual harassment and/or violence is met with a suitable response. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
7.2	<p>The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:</p> <ul style="list-style-type: none"> <li>Responding to a report</li> <li>Carrying out risk assessments, where appropriate, to help determine whether to:</li> <li>Manage the incident internally.</li> <li>Refer to early help.</li> <li>Refer to children's social care.</li> <li>Report to the police</li> </ul> <p>Please refer to our safeguarding and child protection and child-on-child abuse policies for more information.</p>
<b>8.</b>	<b>Malicious Allegations</b>
8.1	<p>Please refer to our allegations against a member of staff, safeguarding and child protection child protection and child-on-child abuse policies more information on responding to allegations of abuse against staff or other students.</p> <p>In a case where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school will consider whether to discipline the student in accordance with this policy, whether the student who made the allegation is in need of help and If a referral to children's social care may be appropriate.</p>
<b>9.</b>	<b>Responding to misbehaviour from students with special educational, or other specific needs</b>
9.1	<p><b>Recognising the impact of SEND on behaviour.</b></p> <p>The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).</p>

	<p>When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:</p> <ul style="list-style-type: none"> <li>• Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)</li> <li>• Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)</li> </ul>
9.2	<p>If a student has an education, health and care (EHC) plan, the provisions set out in the EHCP must be secured. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and use its best endeavours to put in place support to prevent these from occurring.</p> <p>For examples:</p> <ul style="list-style-type: none"> <li>• Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long.</li> <li>• Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.</li> <li>• Adjusting uniform requirements for a student with sensory issues or who has severe eczema.</li> <li>• Training for staff in understanding conditions such as autism</li> <li>• Use of separation spaces where students can regulate their emotions during a moment of sensory overload.</li> </ul> <p><b>Responding to Concerns About the Behaviour of a Student with an EHC Plan</b></p> <p>If the school has concerns about the behaviour of a student with an Education, Health and Care (EHC) plan, it will work in close partnership with the local authority and relevant professionals to ensure the student's needs continue to be met effectively. Where appropriate, the school may request an emergency review of the EHC plan to reassess the provision in place and identify any additional support or adjustments required.</p> <p>This approach ensures that decisions are informed, inclusive and aligned with the graduated response outlined in the SEND Code of Practice.</p>
9.3	<p><b>Adapting Sanctions for Students with SEND</b></p> <p>When considering behavioural sanctions for a student with special educational needs or disabilities (SEND), Northampton School for Girls will take a graduated and person-centred approach. In line with the SEND Code of Practice and the Equality Act 2010, the school will consider the following:</p> <ul style="list-style-type: none"> <li>• <b>Did the student fully understand the rule or instruction?</b></li> <li>• <b>Was the student's behaviour a direct result of their SEND, meaning they were unable to act differently at that time?</b></li> <li>• <b>Is the behaviour, including any aggressive or disruptive actions, likely to be linked to a known aspect of their SEND?</b></li> </ul> <p>Where there are concerns that a student's behaviour may be influenced by unmet or unidentified needs, the school's Special Educational Needs Coordinator (SENCO) will work with staff, parents/carers and, where appropriate, external agencies to identify and implement effective support strategies.</p> <p>Northampton School for Girls is committed to ensuring that students with SEND, and those with protected characteristics, are not placed at a disadvantage. As such, our response to behaviour may be differentiated to take account of individual needs and to promote positive engagement, personal development and inclusion.</p>
<b>10.</b>	<b>Training</b>
<b>10.1</b>	<b>Staff Training in Behaviour Management</b>

	<p>All staff receive training in behaviour management as part of their induction programme to ensure a consistent, inclusive and informed approach across the school. This training equips staff with the skills to promote positive behaviour, build constructive relationships, and respond effectively to incidents in line with school policy.</p> <p>Behaviour management is also a core element of our ongoing professional development offer. Staff are regularly supported to reflect on and enhance their practice, including through training on trauma-informed approaches, de-escalation techniques, and understanding the impact of SEND and mental health on behaviour.</p>
<b>11.</b>	<b>Monitoring</b>
<b>11.1</b>	<p><b>Monitoring and Use of Behaviour Data</b></p> <ul style="list-style-type: none"> <li>• The school systematically collects and analyses data to monitor behaviour trends, evaluate the impact of interventions, and inform strategic decision-making. This includes data relating to:</li> <li>• Behavioural incidents, including patterns by time, location, and student group</li> <li>• Attendance, including persistent absence, suspensions and permanent exclusions</li> <li>• Use of alternative or adjusted provision, including internal support pathways and off-site placements</li> <li>• Incidents involving confiscation, searching, screening, or the use of reasonable force, in accordance with statutory guidance</li> <li>• This data is reviewed regularly by senior and pastoral leaders to ensure that responses to behaviour are proportionate, consistent, and inclusive, and that any disparities, particularly relating to students with protected characteristics, are promptly addressed.</li> </ul>
11.2	<p>The school will use the outcomes of this analysis to identify trends and patterns across key student groups, including those with protected characteristics, to ensure compliance with its duties under the Equality Act 2010. This process supports the school's commitment to fairness, equity, and the elimination of any discriminatory practices, intentional or otherwise, in the application of its behaviour policy.</p>