NORTHAMPTON SCHOOL

'Nurturing Success'

Behaviour Policy

Including Annexes of the Anti-Bullying Policy, Searching students and Suspension and Permanent Exclusion Sub-Policies.

Approved by: **NSB Trust Board**

Related Policies include Attendance, Anti-Bullying, Child Protection, Equality, Sexual Harassment, Drugs and Alcohol, Online Safety, Appearance Policy, Anti-Bullying, Searching Students, Suspension and Permanent Exclusion

This policy is in line with the guidance of 'Behaviour in Schools, Advice for Headteachers and School Staff' 2024; Searching, Screening and Confiscation in school; Revised Behaviour in School's Guidance, and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024; Behaviour and discipline in school's guidance for governing bodies; Creating a Culture: How school leaders can optimise behaviour 2017; Equality Act 2010; Use of reasonable force in schools 2013; Supporting pupils with medical conditions at school 2017; Mental Health and Behaviour in Schools 2018; SEND Code of Practice 2020; Northamptonshire SEND Ranges Project 2023; KCSIE 2025; Behaviour Standards and Learning Outcomes in the English Comprehensive School System 2023 – RESPUBLICA publication; Therapeutic Thinking 2024 West Northants Council

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1 Policy Statement and Rationale / Purpose

The school is committed to ensuring all students have access to a safe, calm, orderly and positive environment in line with our ethos statement 'Nurturing Success'. An environment in which all students can learn, succeed and thrive. This means that there will be high expectations placed on students adhering to our code of conduct and expectations within the school. These expectations are enforced by all members of staff within the community and within all areas of the curriculum, including our comprehensive Personal Development and PSHE programme.

This policy applies to all staff and students. The policy is based on the pretexts that students respond in a positive way when they know what is expected of them and when they are treated fairly and with respect they will flourish and do so with dignity. The implementation of this policy will be monitored by the Trustees and Local Academy Committee and will remain under review by The NSB Trust.

It is imperative that all members of staff, whatever their role, accept that they have an obligation to promote the values of the school's ethos through their interactions with students wherever they take place and for whatever purpose. These are to be clearly communicated through the school and with key stakeholders. Keeping Children Safe in Education is also clear that all school staff have a responsibility to provide a safe environment in which pupils can learn and therefore the school's Safeguarding and Behaviour Policies are written as complementary to each other.

The Behaviour Policy sets out the importance of school staff responding predictably, promptly and assertively. The Policy aims to ensure that any response to poor behaviour should be to maintain the culture of the school, to restore a calm and safe environment in which all pupils can learn and thrive, and to prevent the recurrence of poor behaviour. The Policy recognises that, a response to poor behaviour may have various purposes. These include:

A) Deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
B) Protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a student from a lesson, may be immediate or after assessment of risk.
C) Improvement: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Students will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Students will be supported to understand and follow the rules. This may be via sanctions, reflective conversations, or targeted pastoral support.

The Policy recognises that, where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

2 Background, Ethos and Values

The aim of the school is to provide students with the best possible education through its lessons and other activities. The vast majority of students at the school display outstanding levels of behaviour consistently throughout their time at the school. The principle which underlies the school's policy on behaviour is that all students and staff at the school should treat one another with dignity, kindness and respect. The Behaviour Policy recognises that taking disciplinary action and providing appropriate

support are not mutually exclusive actions. The Policy encourages that both responses can and should occur at the same time if necessary.

The Behaviour Policy sets out that alternative arrangements for sanctions will be considered on a case-by-case basis (mitigation) for any student where the school believes an alternative arrangement would be more effective for that student.

The Behaviour Policy recognises that where misbehaviour gives cause to suspect that a student is suffering or is likely to suffer harm, then the response as set out in Part 1 of Keeping Children Safe in Education will be for school staff to follow the school's Child Protection Policy and to speak to the Designated Safeguarding Lead (or one of the deputies). In these circumstances the school will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The Behaviour Policy sets out that alternative arrangements for sanctions will be considered on a case-by-case basis for any student where the school believes an alternative arrangement would be more effective for that particular student, based on the school's knowledge of that student's personal circumstances. The school will consider the impact on consistency and perceived fairness overall when considering any alternative arrangements. If a student in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires as set out in the section: 'Inclusion – Student Support for Behaviour for those with Additional Needs.'

The Policy focuses on positive socialisation in the school's behavioural expectations and disciplinary approaches, including teaching students the importance of good and poor behaviour as well as focusing strongly on the school's reward systems. Positive socialisation is key to encouraging and increasing good behaviour among students.

We have incorporated into this policy the Therapeutic Thinking approach to support staff, students and parent/carers, as advocated by many Local Education Authorities, including West Northants Council. This approach is a pro-social, strengths-based model and aligns with a graduated response with understanding of attachment, trauma, mental health and well-being and SEND. It advocates pro-social behaviour, which is defined as behaviour that is positive, helpful and intended to promote social acceptance. Resources and documents to support this approach are available in the Appendix. The school acknowledges its duties under the Equality Act 2010, its safeguarding duties and those duties owed towards students with special educational needs and those subject to the Education Health and Care Plan (EHCP) process.

3 Roles and Responsibilities

The Trust Board

The Trust Board is responsible for the approval of this Behaviour Policy – ensuring it meets all statutory requirements and that it is highly effective in supporting and safeguarding NS students. The Trust Board will hold the Headteacher to account for its successful implementation and will seek and analyse stakeholder feedback collated from the Local Academy Committee to support its monitoring responsibility.

The Local Academy Committee

The Local Academy Committee will consistently take the views of stakeholders, including students, parents/carers and staff on the effectiveness of the School's Behaviour Policy and will feedback to both the Headteacher and the Trust Board on their findings as per the annual Trust Board agenda cycle.

The Headteacher

The Headteacher is responsible for:

- Ensuring that all staff and students understand their roles in the successful implementation of the School's Behaviour Policy

- Ensuring that SLT monitor and evaluate the implementation of the Behaviour Policy across the school.
- Suspension and Permanent Exclusion decisions (in line with national legislation and guidance).
- Ensuring that SLT provide all staff with regular and ongoing evidence-based behaviour management training.
- Monitoring feedback from the School's Quality Assurance processes.
- Ensuring that behaviour management data is regularly reviewed by SLT.
- Ensuring that all staff should receive clear guidance about school expectations of their own conduct at school.

Senior Leadership and Middle Leader(s)

SLT and MLT are responsible for:

- Supporting the Headteacher in implementing all aspects of their responsibilities as outlined above.
- Being highly visible.
- Develop the Behaviour Curriculum including the NS Standards to model and encourage good behaviour.
- Ensuring that the Behaviour Policy is being implemented consistently.
- Participating in whole school/departmental Q&A activities.
- Ensuring that all new staff receive training through a comprehensive induction.
- Ensuring that all staff are given regular evidence-based behaviour management training.
- Ensuring where relevant, parents/carers are included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.
- Gathering and responding to feedback from students.

All Staff (Teaching and Support)

All staff are responsible for:

- Understanding and implementing the Behaviour Policy consistently.
- Upholding the whole-school approach to behaviour by teaching and modelling expected behaviour.
- Challenging students to meet the school expectations and to maintain the boundaries of acceptable conduct.
- Accurately and consistently recording behaviour incidents on the School's Behaviour Monitoring platform.
- Liaising with parents/carers in line with the expectations of the School's Behaviour Policy.
- Considering the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Parents/Carers

Parents/Carers are expected to:

- Understand, reinforce, and support the School's Behaviour Policy with their child and where possible take part in the life of the school and its culture.
- Monitor their child's behaviour record in terms of rewards/incidents/sanctions and work positively with the school to support improvements where relevant.
- Inform the school of any relevant change to a student's personal or medical circumstances which may impact on their child's behaviour.
- To share their thoughts on the strengths weaknesses of the School's Behaviour Policy and its implementation through the Parental feedback mechanisms (calls/questionnaires/meetings).
- To contact the school with any immediate concerns over the implementation of the Behaviour Policy at the School whilst continuing to work in partnership with the school.

Students

- To understand and comply with the school's key expectations, rules and routines as set out in the Code of Conduct and the NS Standards.
- To take a full part in contributing to the school culture.
- To report any incidents of behaviour/bullying/safeguarding concern directly to a member of staff.

- To understand the school's Rewards and Sanctions system and strive to access the rewards associated with positive behaviour.
- To understand and engage with the wide-ranging pastoral systems of the school to support their mental health and wellbeing.
- To engage with relevant Q&A whole school activities.

4 The School Behaviour Curriculum, Values and Code of Conduct – Routines & Expectations

The School Behaviour Curriculum

Our Behaviour Curriculum defines and teaches the main routines and expected behaviours of our students. All students will be made aware of school behaviour standards, expected behaviours, pastoral support and the rewards and sanctions processes. These will be shared with students when they begin the school to familiarise them with the school behaviour culture and to emphasise the duty that they have to follow the school behaviour policy and to contribute to the ethos and culture of the school. The Behaviour Curriculum at NS is key to developing a school culture that enables students to thrive.

The Behaviour Curriculum (through the NS Standards) will repeat and reinforce what appropriate and successful behaviour looks like through teaching and modelling by all teachers and support staff. These expectations will be taught to students through Assemblies, reiterated and modelled by Form Tutors and reinforced by teachers. The HOY and Senior Leader will work closely to develop a programme for the Behaviour Curriculum. Positive behaviours will be reinforced by staff when they are met through the rewards system and sanctions will be consistently applied if a students' conduct falls below the expected standard.

Core Expectation- '*Respect for All by All', 'First time, Every time', It will do won't do'*

All students should-

- Follow the school's behaviour policy, to uphold the school rules and to contribute positively to the school's ethos and culture.
- Always show mutual respect – treat others as you would wish them to treat you.
- Follow all staff instructions at the first time of asking, regardless of who that member of staff is.
- Respect the environment and make sure all litter is disposed of appropriately
- Arrive on time to school and lessons.
- Show determination by always trying your hardest (100% effort).
- Dress smartly in academy uniform and be proud to represent the academy.
- Show ambition by having high expectations of yourself.
- Move around school in a calm and sensible manner, keeping to the left in corridors and stairwells.
- Eat food in designated areas, sitting at a table with bags on the floor.
- Be fully equipped for lessons
- Adhere to the school's mobile phone/device policy- 'See it, Hear it, Lose it'

4 Inclusion - Pupil Support for Behaviour for those with Additional Needs

The school is an inclusive school and supports the learning of all students. All staff, through whole school CPD, will be trained in understanding SEND and the associated behaviours. The school will also seek to anticipate likely triggers of misbehaviour for students with additional needs and/or disability

and will put in place relevant support measures. We use a tiered approach in line with the graduated response, which reflects West Northants SEND Ranges and Therapeutic Thinking (Appendix Graduated Response).

Tier 1 – Universal and Targeted response.
Tier 1_examples of interventions which will be overseen by the relevant Head of Year HOY in conjunction with the Head of Inclusion and Intervention or SENDCos and the Inclusion team include:
Behaviour Mentoring, Early Help Assessment, Positive Report cards, reflection time, reset cards, safe space, HOY support, wing half swaps, family meetings, short, planned movement breaks, adjusted seating plans, and adjusted uniform requirements.

Tier 2 – Targeted and Targeted Plus
Tier 2 examples of intervention include:
1:1 and group work on Grounding techniques, fight or flight, coping skills, study tips, sleep hygiene, managing your own ADHD or ASD, Early Help Assessment based on individual circumstances, countering anxiety, and stress management.

Tier 3 – Specialist and Specialist Plus
At Tier 3 The Pupil Welfare Panel, in liaison with the Inclusion Team, regularly review students with significant additional needs and help to ensure that relevant external agency interventions are in place.
Some Tier 3 examples of intervention include:
Counselling, Cognitive Behavioural Therapy, Early Help assessment based on individual circumstances, Child in Need and Child Protection Plans.
A wide variety of external agencies are involved in supporting the behaviour management processes for students both with (and without) SEND. Where a student has an EHCP, there will be close liaison with the relevant External Agencies and the SENDCo.

Quiet Room in the Inclusion Centre
Where a student has severe sensory sensitivity the school, (at the discretion of the Head of Inclusion and Intervention or the SENDCo) has specified use of a Quiet Room in the Inclusion Area to support the student to be ready to return to classroom lessons.
The Quiet Room may be used as a means of:

- lowering the student's stress/anxiety levels caused by sensory input.
- increasing successful access to the curriculum.

The use of this room for a student will be agreed by the Inclusion Team. Students will be consulted in accordance with their age and level of understanding. The use of the room will be specified in the student's Provision Map or Therapeutic Plan, facilitating regular review of its use and will be agreed by the Pupil Welfare Panel.

5 The Rewards System

Northampton School recognises that consistently implemented rewards and acknowledgement of success will help drive and maintain high standards of behaviour.

Staff members will utilise the following reward strategies to support behaviour and recognise success in the classroom or around school in a consistent manner:

- General verbal praise in lessons and around the school
- House Points
- Commendations
- Outstanding Performance Certificates (issued in subjects/extra-curricular)
- Achievement publicised through various means
- Attendance based awards

- Tutor Group Rewards
- House Competitions
- Awards at the school's annual Awards Evenings
- Positions of Responsibility

All awards are converted into House Points – the House Cup will be awarded to the House with the highest House Point score at the end of Term 6. The running House Point totals will be displayed in Assemblies.

Commendations

Students are awarded a Commendation Certificate for **outstanding** (well above expectations) individual achievement in any area of school life in lessons, around the school and in extracurricular activities. Commendations may be given for any aspect of outstanding performance including but not limited to:

- Exceptional sustained effort and attitude
- Exceptional sustained attainment / progress against MAG academic targets
- Exceptional individual piece of work
- Exemplary leadership / support / teamwork / conduct / role modelling

Where a Commendation is awarded, a Commendation Certificate is automatically emailed to parents / carers setting out the reasoning behind the award. A Commendation automatically adds 5 House Points to the student's House Point Total.

Outstanding Performance Certificates (issued by subject teachers)

These are awarded termly (Terms 1-6) by each subject to a student in each year group. The Certificates are sent directly home to parents / carers. Students are nominated by teachers for the stand-out performance in each year group either in lessons or in subject related extra-curricular activity. These awards may be given for any aspect of outstanding performance including: effort / attainment / progress / leadership / support / teamwork. An Outstanding Performance Certificate automatically adds 25 House Points to the student's House Point Total.

Outstanding Attendance Certificates

These are awarded termly to all students who maintain a 100% attendance record over the course of an individual term. The Certificates are sent directly home to parents / carers. An Outstanding Attendance Certificate automatically adds 25 House Points to the student's House Point Total.

House Competitions

House Competitions are held in all curriculum areas throughout the course of the year. Winning Houses for each competition automatically earn 100 House Points for their House – 70 for second / 50 for third and 25 for 4th.

Annual Awards Evenings

- The school will hold an annual Awards Evenings which will include awards for (but are not limited to) Academic Achievement, Sport and the Expressive Arts. During this event, students receive recognition for being outstanding performers over a broad number of categories.
- Sports Awards- Half / Full / National / International Colours are awarded in the form of a certificate and tie. Half Colours are awarded for sustained exceptional performance in sport over Years 7-9. A National Tie / Certificate is also awarded to any student in Years 7-9 who wins a National Title. Full Colours are awarded for winning a National Title or exceptional sustained performance across Years 10-11 An International Tie / Certificate is issued to any student who represents their country over the course of the year.

- Award Ties / Badges may be worn as an accepted part of the NS School Uniform.
- Bronze, Silver and Gold Awards
- All recipients of an annual award automatically earn 25 House Points to the student's House Point total.

Positions of Responsibility

Students' positive qualities are recognised by their appointment to various positions of responsibility as follows:

In Years 7-11

- House Form Representative who attends the School Council, 'Student Voice' and drives Charity Week within the Form.
- House Captain who helps to organise all competitive activities the Form Class participates in
- The Eco Leader who attends the Whole School Eco Committee
- Wellbeing Ambassador

6 Consequences and Sanctions

If a student fails to adhere to the rules set out by the school in the classroom during a period of teaching, then the process set out below will be followed. We do not allow students to disrupt the learning of others. At Northampton School we use a three-tiered approach- Reminder, Warning and Sanction.

The list of incidents is not exhaustive and guidance should be sought where a teacher is unclear on the correct sanction to use. For ease of use the sanctions system categorises incidents as one of three Levels – Low Level (LL) / High Level (HL) / Major Incident Level (ML). All behaviour incidents should have a sanction and an associated support intervention to support learning and to help minimise chances of further reoccurrence of poor behaviour. When an incident occurs a student maybe isolated from other students until the incident has been investigated and sanctions have been decided.

Classroom based incidents (note the example behaviours are not an exhaustive list)

Low Level (LL) examples	**Sanction**	**Support Intervention**
• poor focus • incomplete/poor quality classwork • incomplete/poor quality homework • minor distraction of others • lack of correct equipment • minor uniform or appearance infringement • late to lesson	Reminder Verbal reminder of Expectations Warning Verbal warning and recorded Sanction Lunch detention work to be set for the detention by the teacher, teacher contacts parent / carer	Reminder- • Refocus of student on work, discussion of expected positive outcomes • discussion regarding expected behaviour outside of the classroom Warning- • Record on Class Charts to enable Form Tutor, HOY and parents/careers to support behaviour. Sanction- • Discussion with student when in detention with SLT. • advice and support from HOY or Head of Inclusion and Intervention meeting with teacher / student before next lesson to reframe expectations with the student, teacher contacts parent / carer
High Level (HL) examples	**Sanction**	**Support Intervention**

• direct rudeness or insolence to staff • unauthorised mobile phone / smartwatch, ear pod use • late to lesson without reasonable excuse • sustained low level disruptive behaviour • sustained poor quality of work for ability in the lesson • unauthorised use of technology • homework not completed without reasonable excuse	SLT Lunchtime Detention – Recorded on Class Charts, teacher contacts parent/carer	• Record on Class Charts, parental contact by subject teacher meeting with Tutor/HOY, teacher and student before the next lesson • Consideration of student removal from subject class to work in another class for a set period

Out of class incident between lessons or at Break and Lunch

Low Level (LL) Examples	**Sanction**	**Support Intervention**
• running on the path • pushing in the queue, • minor uniform infraction • minor unsettled behaviour • not clearing table appropriately	Reminder- verbal reminder, place student at the back of the queue, cleaning/clearing tables. Re-walk journey. Warning- added to Class Charts Sanction- Lunchtime detention	• positive verbal framing of expectations • Discussion with student when in detention with SLT.
High Level (HL) Examples	**Sanction**	**Support Intervention**
• Non-compliance or rudeness • Persistent uniform infraction • Littering • Mobile Phone / Ear Pod use short of malicious intent • Unintentional dangerous behaviour • Deliberate failure to adhere to designated areas • Aggressive behaviour short of a designated Major Incident	SLT Detention 'See it, Hear it, Lose it' -removal of phone, watch, ear pods	• Discussion with student when in detention with SLT. • advice and support from HOY or Head of Inclusion and Intervention meeting with the student, teacher contacts parent / carer

Major Level incident in a lesson or between lessons or at Break / Lunch

Examples	**Sanctions**	**Support Intervention**
• Swearing at a member of staff • Possession of banned items • Damage to school or property	Dependent on incident, history and any 'mitigation'. The sanction or sanctions for a major incident of poor behaviour will be determined by the Head of Inclusion and	Possible restorative justice meeting with the victim(s) and or external agency input where relevant (including local partners) / counselling and mentoring / home visits / all students who have been sanctioned for a ML incident will have a meeting with a

• Theft • Racist behaviour / abuse • Sexist behaviour / abuse • Gender based abuse • Homophobic abuse • Disablist abuse • Economic / elitist abuse • Sexual misconduct / harassment (see Section 11) • Any other abuse covered by the Equality Act • Verbal abuse or threatening behaviour to staff, students, or members of the public, on or off school site • Using a mobile device to film on school grounds • Inappropriate use of technology and/or social media that targets other students, staff or that brings the school into disrepute or is used for malicious intent • Persistent refusal to comply • Physical assault on or off the school site • Persistently disrupting lessons or the learning of others • Malicious accusations made by students against school staff • Serious misuse of technology such as accessing pornography or online abuse • Failure to improve behaviour despite all levels of previous intervention	Intervention and/or Senior Leader in liaison with the Head of Year / Headteacher where appropriate – according to the nature and severity of the Major Level incident. A request for 'ONCALL' should be used when other strategies including Remind, Warn, Sanction have been used. Requires immediate intervention. Parents / Carers will be contacted by either the member of ~~SLT~~ staff removing the student or by the Head of Inclusion and Intervention or Senior Leader. This will be logged on Class Charts alongside the sanction given. Single or multiple sanctions will be determined from the following, according to the incident context and the overall behaviour record of the student: • SLT Detention • Direction to lunchtime or after school extracurricular activities for extended periods • Extended Loss of Free Time at Break / Lunch • Loss of Privileges – e.g., attendance at a school trip / early entry to lunch • Confiscation or ban of carrying a mobile phone • School Based Community Service • HOY Daily Uniform and/or Equipment check • Internal Removal for a set period • Placement in Alternative Provision • Reallocation of class / Wing Half • Managed Move • Student placed on Report at FT /HOY or SLT level – see Persistent	relevant member of staff to discuss the incident and to frame expected positive behaviour going forward. Parents / carers will be contacted following a Major Level incident. Students who are internally removed from lessons will work under the supervision of a trained member of staff in a designated area of the school which is appropriately stocked with educational resources. Time spent removed from lessons will be determined by or the Senior Leader or Head of Inclusion and Intervention in liaison with the Headteacher where relevant – this time frame may range from the duration of the affected lesson to a maximum of an Internal Two Day Removal. All students who are given an Internal one or two day Removal as a sanction will receive extensive subject specific support to continue their education, including targeted pastoral support according to need, so that they can be reintegrated successfully back into the mainstream school community.

	Behaviour Incident / On Report section detail • Board Disciplinary Hearing (primarily to be used where students fail on SLT reports) • External Suspension • Permanent Exclusion	

In cases where the Headteacher suspects criminal behaviour following a Major Level incident, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough facts to establish the facts of the case. These initial investigations will be fully documented and relevant evidence will be preserved wherever possible. If a decision is taken to report the incident to the police, the school will ensure that any further action taken by the school does not interfere with any police action taken. The school will, however, retain the discretion to continue investigations and to enforce its own sanctions if it is not in conflict with police action.

Persistent Low Level / High Level / Major Level Behaviour Incidents ~~– Use of Reports~~

All students will have their behaviour record tracked by their Form Tutor and by their Head of Year (HOY). In addition to the sanctions listed above for Low Level / High Level and Major Level incidents, the following will also apply where behaviour incidents are occurring persistently across the curriculum or out of lessons.

- 4 Lunch Detentions=SLT Detention
- 4 SLT Detentions= Behaviour Report
- Failure to secure a satisfactory Form Tutor Report or 2 Major Level Incidents in a Term which have not resulted in external suspension or 1 Major Level Incident that has resulted in external suspension – triggers a HOY Report (duration 1 week – can be extended up to 3 weeks at the HOY's discretion) and a Parental/Carer meeting with the HOY and either a member of SLT or Head of Inclusion and Intervention.
- Failure to secure a satisfactory HOY Report or 3 Major Level Incidents in a Term which have not resulted in external suspension or two Major Level Incidents that have resulted in external suspension or above 8 SLT detentions in a Term – triggers an SLT Report~~–~~and a Parental meeting
- Where a student fails to secure a satisfactory SLT report – parents / carers and the student will be called in to a Board Disciplinary hearing (Local Academy Committee)

Therapeutic Plans

Students who are determined to be in danger of suspension or permanent exclusion will also have a supportive Graduated Response Plan based on the Therapeutic Thinking Programme drawn up between the student/school. These plans will be overseen by the SENDCOs/Head of Inclusion and Intervention and will aim to:

- Treat students' behaviour differently based on their own profile of development.
- Be rooted in close observation and discussion involving staff and parents/carers.
- Outline the reasons and rationale for the school's chosen strategies for dealing with the student's misbehaviour, their duration, and how they will improve their behaviour.
- Outline clear steps that students are expected to take and targets they are expected to meet, as well as the further measures that will be taken if they fail to do so.

Such plans need to be integrated closely with existing Equality & Diversity and Inclusion and SEND provision to ensure these are reflective of the student's full context and take a holistic approach whereby capabilities and needs are captured.

7 Sanctions – Further Information – Detentions / Suspensions / Permanent Exclusions / Managed Moves / Alternative Provision

A sanction is lawful if it satisfies the following three conditions:

a) The decision to sanction a student is made by a paid member of the school staff (not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher
b) The decision to sanction the student and the sanction itself are made on the school premises or while the student is under the lawful charge of the member of staff: and
c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances
d) In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case and will consider any special circumstances relevant to its imposition including the student's age, any special educational needs or disability and any religious requirements

a. <u>Detentions</u>

Teachers have statutory authority to issue a detention to students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006)

- The power applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students
- Teachers can use detention as a sanction (in accordance with the Behaviour Policy) at any time the student is in school or elsewhere under the charge of a teacher, including during an organised activity, on school visits and residentials
- Teachers have a specific legal power allowing them to impose detention outside school hours
- Teachers can confiscate students' property in a detention where the item is banned or prohibited
- Teachers can use detention as a sanction for misbehaviour outside of school
- Parental consent is not required for detentions
- Staff will allow students reasonable time to eat, drink and use the toilet during a lunchtime detention

If a detention is issued outside of school staff issuing the detention will consider the following points in order to not compromise a child's safety:

- whether the detention is likely to put the student at risk
- whether the student has known caring responsibilities which mean that the detention is unreasonable
- whether the parents have been informed of the detention
- whether suitable travel arrangements can be made by the parent for the student (parents can not over-rule a detention on the grounds of inconvenience)

b. <u>Suspension</u>

A Suspension is where a student is instructed not to be on site for a fixed period of time, usually between 1 and 5 days but can be longer. This sanction is imposed as a result of a significant breach of the School's Behaviour Policy – see Major Level Incidents. (More information is available in the Suspension and Permanent Exclusion Policy). The decision to suspend a student can only be taken by the Headteacher or Senior Leader in their absence. The number of days of a Fixed Term suspension will depend on the specific nature of the offence and the student's prior Behaviour Record during the academic year in question and during their time at the school.

c. Permanent Exclusion

A Permanent Exclusion can occur as a result of:

- A serious breach or persistent breaches of the School's Behaviour Policy; **and**
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

The decision to permanently exclude a student can only be taken by the Headteacher or operational Headteacher in their absence.

Below are a list of some of the misbehaviours that could result in Suspension or potentially Permanent Exclusion:

- Swearing at a member of staff
- Possession of banned or illegal items
- Damage to school or property
- Theft
- Racist behaviour / abuse
- Sexist behaviour / abuse
- Gender based abuse
- Homophobic abuse
- Disablist abuse
- Economic / elitist abuse
- Sexual misconduct / harassment (see Section 11)
- Verbal abuse or threatening behaviour to staff, students, or members of the public, on or off school site
- Any other abuse covered by the Equality Act
- Persistent refusal to comply
- Physical assault
- Persistently disrupting lessons or the learning of others
- Malicious accusations made by students against school staff or other students
- Serious misuse of technology such as accessing pornography or online abuse
- Using a mobile device to film on school grounds
- Inappropriate use of technology and/or social media that targets other students, staff or that brings the school into disrepute
- Failure to improve behaviour despite all levels of previous intervention

After a Suspension there must be a reintegration meeting with a designated ~~Senior Staff~~ member, parent/carer and student and any other relevant member of staff / external agency who can help support a successful transition back to the school. Suspensions are used sparingly but are a response to more serious incidents of unacceptable behaviour. The school will seek to work with parents in using such sanctions to modify unacceptable behaviour and will keep parents informed. The school will also work with other local agencies to assess the needs of students who display continuous disruptive behaviour.

d. Off-site Direction, Managed Moves and Alternative Provision

Where students are demonstrating persistent breaches of the School Behaviour Policy and thus on the pathway to Permanent Exclusion, the school may seek, with the agreement of all parties including parents/carers, a managed move for the student to another school for a period of normally six weeks. During this time the student will be on dual registration and a decision will be made during or at the end of the fixed period as to whether the student remains on the roll of the receiving school or whether they return to the school.

The school may also determine that a student should be sent to an Alternative Education Provider in order to improve and support their behaviour. Although every attempt will be made to engage and consult parents/carers in this decision, it is not necessary to gain parental approval if the school feels

that it is a decision in the best interests of the student. A placement will be sought which offers a broad and balanced curriculum aligning as closely as possible to the curriculum in mainstream lessons and which can be personalised to address specific support needs individual students may have in order to best support successful reintegration.

If a student attends Alternative Provision, the placement will be subject to regular formal reviews by the Senior Leader with the provider and parents / carers present (length of time being specified according to the context of each individual case) where appraisal will be made as to whether the Alternative Provision placement is having the desired impact on behaviour and achievement.

8 Student Conduct Beyond the School Gate

Students should:

- Travel to or from school in full school uniform
- Behave in a sensible manner as an identifiable member of the school
- Be courteous and polite
- Look after the environment
- Take care crossing roads and use pedestrian crossings

The Law allows for schools to discipline students for misbehaving outside the school premises 'to such an extent as is reasonable', where it is witnessed by staff or reported to the school. Incidents occurring off the school premises will be treated with equal weight to those occurring on the School site and sanctions given will be in accordance to the sanctions listed earlier in the Policy for Low Level / High Level and Major Level incidents. Staff may therefore discipline students for offsite misbehaviour, including:

- Misbehaviour whilst involved in a school organised activity, trip or residential
- Misbehaviour whilst wearing uniform or in some other way identifiable as a student at the school
- Misbehaviour whilst travelling to or from the school
- Misuse of electronic media or engaging in online bullying or harassment
- Behaviour which poses a threat to another student or a member of the public
- Behaviour which could result in repercussions to the orderly running of the school
- Behaviour which could adversely affect the ~~excellent~~ reputation of the school

9 Reasonable Force

Reasonable force may be deemed necessary in particular situations. The school uses the recommendations set out by the Department for Education 'Use of Reasonable Force' guidance, July 2013 which relates to the Education Acts of 1996, 2006 and 2011 (see appendix). Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Headteacher and staff that they authorise may also use force as is reasonable, given the circumstances when conducting search without consent for the banned items listed in Section 10.

10 Searching Students for Banned / Illegal Items

Following suspicion of a prohibited item school being on the school site, staff may choose to search a student at the school. The search will be conducted by two members of staff with one being either a Head of Year or Senior Leader. Members of staff will be of the same gender as the student; the search

will be completed in a room and the school will ensure the search is carried out in a discreet and sensitive manner.

The search will be completed following the recommendations set out in the Department for Education 'Searching, Screening and Confiscation' July 2022. For items that fall into the category of banned and illegal the school may request the Police or a Community Police Support Officer to be present.

The following are considered banned and must not be brought into the school. If found in the possession of a student or suspected as being present on a student or suspected of being supplied by a student, the sanction of Suspension or Permanent Exclusion is likely to apply. The list below is not exhaustive:

- knives and weapons
- alcohol
- illegal drugs or items associated with drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- alcohol, tobacco, electronic cigarettes (vapes), items associated with smoking
- any pyrotechnic / fireworks
- pornographic images
- stolen items
- malicious software, files which could damage, circumvent or compromise school systems

11 Child on Child Abuse

Child on child abuse is any abuse of a child or children that is perpetrated by another child or children. This includes all forms of sexual harassment, sexual violence and abuse. The school strives to create a culture of safety, where children are free from harassment or abuse of any kind. The school takes a zero-tolerance approach to sexual violence and sexual harassment – it is never acceptable, and will not be tolerated.

We know that even if we do not receive any reports relating to child-on-child abuse, it does not mean that it is not happening. The school support and encourage anyone – especially our students – to come forward and to share any concerns about child-on-child abuse so that we can take action to keep all children safe.

All incidents of child-on-child abuse will be treated as a Major Level Incident with associated sanctions (see Major Level Incident sanctions section). Staff will challenge all inappropriate language and behaviour between students. The school will not ever normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Staff will seek to advocate strenuously for high standards of conduct between students and staff, through demonstrating and modelling manners, courtesy and dignified / respectful relationships. Where relevant, students who fall short of these behaviour expectations may be sanctioned (see Major Level Incident section) whilst other investigations by the police and/or children's social care are ongoing.

All victims will be reassured that they will be supported, kept safe and are being taken seriously, regardless of how long it has taken for them to come forward. Abuse that has occurred online or outside of school will be treated as seriously as an abuse incident in school. Victims will be reassured that they are never creating a problem by reporting sexual violence or sexual harassment and a victim will never be made to feel ashamed for making a report or to feel that their experience is being minimised.

If a report of sexual abuse or harassment is proven to be deliberately invented or malicious, then the school will treat the incident as a Major Level incident with associated sanctions. The Designated

Safeguarding Lead will be engaged with the outcome of such matters and will make referrals into support services as appropriate.

The school proactively supports the highest standards of conduct and respect between all groups of students and staff through its Code of Conduct, through specific modules within the Personal Development Programme, through bespoke gender equality days for all year groups, through bespoke sessions on anti-bullying during Personal Development, through the use of relevant external agencies in the PD programme and in the use of intervention support after a sanction has been applied as well as through explicit staff modelling of expected behaviour. The school also provides an anonymous reporting system for harassment of any kind with follow up triage with the victim where an incident has been reported.

12 Use of Electronic 'Mobile' Devices- 'See it, Hear it, Lose it'

We operate a 'See it, Hear it, Lose it' policy with regard to mobile phones and other devices. This simply means that a mobile phone/ear buds will be confiscated if it is seen or heard on the school grounds.

- This restriction is always in place while students are on the school grounds; this includes when students arrive and leave at the end of the day.
- We recognise that some parents/carers, in the interests of their child's personal safety, may wish their child to have their mobile phone with them for their journey to and from school but must stress the importance of parents/carers clearly communicating that this must be turned off on site.
- Mobile phones that are seen or heard will be confiscated and stored in a secure place at Reception and can only be collected by a student at the end of the school day.
- If a student repeatedly has their mobile phone confiscated the device may be kept until parents/carers make an appointment for it to be collected.

13 Behaviour Incidents Online and the use of social media

The school recognises that the way in which students relate to each other online can have a significant impact on the behaviour culture at the school with negative online interactions potentially leading to the school feeling like an unsafe place for some students. The school recognises the difficulty that behaviour issues online can be difficult to manage given issues of anonymity and incidents can occur both on and off the school premises.

The school is clear that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the Designated Safeguarding Lead (or Deputy) when an incident raises a safeguarding concern. In cases where the school suspects a student of criminal behaviour online, then the guidance for suspected criminal behaviour outlined in the Major Level Incident section earlier in the Policy will be followed.

When an online incident involves nude or semi-nude images and / or videos, the member of staff will refer the incident to the Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. The DSL will follow the principles as set out in KCSIE and will utilise the support and relevant guidance from the UK Council for Internet Safety for school staff and safeguarding leads.The school will sanction students for offsite on-line behaviour which poses a threat or causes harm to another student and/ or could have repercussions for the orderly running of the school, when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Use of social media

The policy applies to all forms of social media and apply to the use of social media for both school purposes and personal use that may affect the schools, students or staff in any way.

Mis-use of social media includes (this is not an exhaustive list):

- Damaging the school or its reputation, even indirectly.
- Use that may defame staff or any third party.
- Use that may harass, bully or unlawfully discriminate against staff, other students or third parties.
- False or misleading statements.
- Use that impersonates staff, other students or third parties.
- Expressing opinions on the schools' behalf.
- Using school logos or trademarks.

Social media usage can be incredibly useful when used correctly and responsible use of social media is promoted. However, breach of the policy on the use of social media will result in sanctions. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Key words are picked up by our software and usage is tracked and sanctions applied where applicable.

15 Staff Induction, Development and Support

As part of their induction process, all new NS staff are provided with bespoke training on managing behaviour in accordance with the NS Behaviour Policy and all staff (support and teaching) will receive annual updated training including:

- Targeted Behaviour Management related training on INSET days – including appropriate coverage of how specific SEND, disabilities or mental health needs may affect a student's behaviour. Training for staff on how to successfully apply the SEND Ranges to maintain a consistently high level of educational provision for students across the range of SEND needs
- Ongoing engagement with external experts such as Educational Psychologists, counsellors and Mental Health Support Teams to help best support students with Mental Health needs as well as ongoing support for the Whole School Mental Health Strategy
- Updates by messages from SLT clarifying staff expectations
- Behaviour management also forms part of continuing professional development courses related to behaviour that NSB Trust runs on behalf of the Northamptonshire Teaching School Hub, including the ITT and ECF framework, NPQLBC and INSET on Teacher Training Days – these courses are attended by colleagues from NS and from schools across the county.
- Staff may be given additional specific Professional Development support for Behaviour Management at the Headteacher's discretion – for example as a result of the school's QA Programme / disciplinary / competency procedures / processes
- All ECT staff will be given weekly support / mentoring in behaviour management as part of their ECT training package

17 Monitoring and Evaluating the Policy

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will seek to drill down into the data to identify any potential factors contributing to patterns of misbehaviour, system problems or failure to provide appropriate support.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

NORTHAMPTON SCHOOL

'Nurturing Success'

Behaviour Policy Appendix

Anti-Bullying Policy

Approved by:	**NSB Trust Board**
Date:	**September 2025**
Updated:	**September 2026**

Related Policies include Attendance, Child Protection, Equality, Sexual Harassment, Drugs and Alcohol, Online Safety and Appearance Policy

This policy is in line with the guidance of 'Behaviour in Schools, Advice for Headteachers and School Staff' 2024; Searching, Screening and Confiscation in school; Revised Behaviour in School's Guidance, and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024; Behaviour and discipline in school's guidance for governing bodies; Creating a Culture: How school leaders can optimise behaviour 2017; Equality Act 2010; Use of reasonable force in schools 2013; Supporting pupils with medical conditions at school 2017; Mental Health and Behaviour in Schools 2018; SEND Code of Practice 2020; Northamptonshire SEND Ranges Project 2023; KCSIE 2025; Behaviour Standards and Learning Outcomes in the English Comprehensive School System 2023 – RESPUBLICA publication; Therapeutic Thinking 2024 West Northants Council

1 Policy Statement & Purpose

The statement and purpose of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at the school. Only when all issues of bullying are addressed will students be able to benefit fully from the opportunities available at school.

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms an individual or group either physically or emotionally. It has destructive effects on young people's lives. Although some can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convince the victims that they are at fault. It can affect attitudes to and performance in school. For some, it can lead to serious and prolonged distress and long-term damage to social and emotional development.

Bullying is defined as:
Behaviour by and individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences.

2 Types of bullying include

1. Physical – pushing and shoving, tipping over, kicking, spitting etc
2. Emotional – Humiliating someone, name calling, using insulting names or comments etc
3. Indirect – Spreading rumours whether true or not
4. Cyber Bullying – Any form of bullying using a mobile phone or the internet, such as social networking sites, instant messaging or email
5. Prejudicial bullying – This may take many forms but often is against one of the protected characteristics e.g.
    - age
    - disability
    - gender reassignment
    - marriage and civil partnership
    - pregnancy and maternity
    - race
    - religion or belief
    - sex
    - sexual orientation

3 Signs of Bullying

Students who are being bullied can show changes in behaviour over time, such as becoming shy and nervous, feigning illness, unexplained weight loss, or taking unusual substances. A change in work pattern will be most frequently spotted in school. At the school anyone can report a Social Emotional or Mental Health Concern through our Myconcern/Class Charts system

These are all protected characteristics as identified in the Equality Act 2010 and staff dealing with these incidents would need to complete the incident form and the Pastoral Management Team will pick this up and follow the procedure associated with this.

The common factor in any bullying is the intention to undermine and degrade the individual by picking on vulnerability or making difference appear to be a fault. Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others, or perhaps to inspire a reaction that escalates the situation.

3 Child on Child Abuse (see Child Protection Policy)

In particular, it is noted that Child-on-Child abuse can be a form of bullying and, in line with the school's Child Protection Policy, any child-on-child abuse will be treated as a safeguarding matter and passed to a Designated Safeguarding Lead. Please refer to the Child Protection Policy and Behaviour Policy for further information on child-on-child abuse.

4 Investigating an incident

The school will also investigate when:

- Someone makes a threat against another (this can include a sexual activity)
- Someone takes another's belongings deliberately
- Someone forces another to do something they do not want to (this can include a sexual activity)
- A student is 'shunned' repeatedly by a group
- Damage is done to another student's belongings deliberately

In the first instance it is not a requirement for the staff to investigate whether bullying has occurred but rather investigate the incident. Subsequent to an incident staff will listen to the students perception empathetically and agree a way forward with them. The aim is always to stop or reduce the difficulties they are facing.

When working with transgressors staff work to a rule of - Several Times on Purpose (STOP).

Students are encouraged to report bullying at the school.

The school's teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy.

For further information please refer to the Child Protection Policy, The Behaviour Policy and the Sexual Harassment Policy.

5 Implementation of the policy

<u>The strategy</u>
Staff:

- If bullying is suspected or reported, the incident must be dealt with by the appropriate staff member at the earliest opportunity the staff member has and reported to the Pastoral Management leader of that year group
- A clear account of the incident must be reported
- An interview will occur with the victim and perpetrator(s)
- Parents/carers will be contacted and kept informed of any outcomes
- Measures to stop the behaviour implemented in consultation with all parties
- Incident, outcomes and any sanctions recorded on Class Charts
- Agency support requested if appropriate and available
- AIT support possibly sought for victim and perpetrator
- Monitoring to ensure furth transgression doesn't occur

Students who have been bullied:

- Discuss what has happened with a member of staff
- Opportunity to talk to an AIT member or school counsellor
- Opportunity to restore self-esteem and confidence given
- Safe areas within school discussed
- Passes for break/lunch offered
- Parents/carers meet school staff to discuss support

Students who have bullied:

- Discuss with a member of staff what happened
- School counselling and mentoring offered
- Establish what has been done wrong and how they can improve and not repeat
- Parents/carers meet with staff and student
- Outcomes and sanctions decided upon and given

Outcomes that may be given include (see Behaviour Policy for full list – Major Level Incident sanctions):

- Verbal reprimand and warning of future outcomes and sanctions should it persist
- Community service and community involvement
- Removal of privileges and from Extra-curricular activities
- Removal from social areas of the school
- Work imposition during unstructured times
- Suspension, Permanent Exclusion and Alternative Provision

Adults:

- Adults in the school also have the right to work free from all forms of bullying and the policy applies to adults as victims as well
- Any adult who feels they are the target of bullying should discuss the issue with their line management or the Designated Safeguarding Leader(s)

Prevention is better than cure so at the school we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help to develop strategies to combat bullying-type behaviour. The Personal, Social, Health and Economic Education programme (PSHE) contains lessons on bullying each year and the effects it has on the victim, there are specific assemblies, sessions in Personal Development Week, bespoke anti-bullying events and anti-bullying week is a focus each year as well as awareness sessions on diversity and equality as a proactive tool. The annual student voice survey asks for feedback related to this area alongside aspects of wellbeing and there are student voice drop-in sessions as well as opportunities to raise issues in House and School Council and an anonymous suggestion/reporting box in student services.

All reported incidents of bullying will be investigated and taken seriously by appropriate staff members. A record will be kept of incidents. A copy of the report and the action taken will be placed on the student file. Students may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying will be recorded as Major Level incidents and will be monitored by the member of Senior Staff with oversight of Student Welfare. All incidents will have a restorative aspect and with areas that are included with the Equality Act specific conversations and/or focused education/awareness sessions will occur in liaison with the SLT member in charge of Personal Development.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying.

<u>Parental Involvement</u>

The parents of the victim and the bully will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. These will include Suspension or Permanent Exclusion for persistent bullies.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

Whilst there is little recent history of bullying at the school, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside agencies to support our action. This policy is seen as an integral part of our Code of Behaviour.

6 Statutory Duty of Schools

The Headteacher of a school has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

Legal Framework

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006

- School must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the schools behaviour policy which must be communicated to all students, school staff and parents.
- Gives Head teachers the ability to ensure that students behave when they are not on the school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act replaced the public sector duties ad came into force in April 2011. The duty has three main aims. It requires public bodies to:

- Eliminate unlawful discrimination between people who share a protected characteristic and people who do not share it
- Foster good relationships between people who share a protected characteristic and people who do not share it
- Advance the equality of opportunity between people who share a protected characteristic and people who do not

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK it is important to note certain types of harassment do carry a criminal offence. The Protection from Harassment act 1997, the Malicious Communications Act 2003, the Public Order Act 1986.

Behaviour in Schools, Advice for Headteachers and school staff

The guidance in section 9 states the proprietor must ensure…. That an effective anti-bullying strategy is drawn up and implemented so that bullying is prevented, as far as reasonably practicable.

NORTHAMPTON SCHOOL

'Nurturing Success'

Behaviour Policy Appendix

Suspension and Permanent Exclusion Policy

Approved by:	**NSB Trust Board**
Date:	**September 2025**
Updated:	**September 2026**

Related Policies include Attendance, Behaviour, Child Protection, Equality, Sexual Harassment, Drugs and Alcohol, Online Safety

This policy is in line with the guidance of 'Behaviour in Schools, Advice for Headteachers and School Staff' 2024; Searching, Screening and Confiscation in school; Revised Behaviour in School's Guidance, and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024; Behaviour and discipline in school's guidance for governing bodies; Creating a Culture: How school leaders can optimise behaviour 2017; Equality Act 2010; Use of reasonable force in schools 2013; Supporting pupils with medical conditions at school 2017; Mental Health and Behaviour in Schools 2018; SEND Code of Practice 2020; Northamptonshire SEND Ranges Project 2023; KCSIE 2025; Behaviour Standards and Learning Outcomes in the English Comprehensive School System 2023 – RESPUBLICA publication; Therapeutic Thinking 2024 West Northants Council

1 Policy Statement & Purpose

This policy should be read in conjunction with the school **Behaviour Policy**. This policy outlines the detail and practices of the highest levels of sanction within the school behaviour policy which informs the school's use of suspension and permanent exclusion.

Suspensions are used sparingly but are a response to more serious incidents of unacceptable behaviour. The school will seek to work with parents in using such sanctions to modify unacceptable behaviour and will keep parents informed.

The school will apply procedures with reference to the appropriate DFE guidance: Exclusion from Maintained Schools, Academies and Student Referral Units, in England. A guide for those with legal responsibilities in relation to exclusion. The policy is also a reflects upon guidance in the Education Act 2002 as amended by the Education Act 2011

Rationale:
The decision to suspend a student will be taken in the following circumstances:

a) in response to a serious breach or persistent breaches, of the School's Behaviour Policy
b) if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Suspension or Permanent Exclusion is used sparingly but both are a response to more serious incidents of unacceptable behaviour.

Suspension
A Suspension is where a student is instructed not to be on site for a fixed period of time, usually between 1 and 5 days but can be longer. This sanction is imposed as a result of significant breach of the School's Behaviour Policy.

Permanent Exclusion
A Permanent Exclusion can occur as a result of:

- A serious breach or persistent breaches of the School's Behaviour Policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

The types of behaviour which may lead to suspension and exclusion include,

- Swearing at a member of staff
- Possession of banned or prohibited School items
- Damage to school or property
- Theft
- Racist behaviour and abuse to other students
- Sexist behaviour and abuse to other students
- Gender based abuse to other students
- Sexual misconduct
- Verbal abuse or threatening behaviour to staff or students
- Persistent refusal to comply
- Physical assault
- Persistently disrupting lessons or the learning of others
- Malicious accusations made by students against school staff
- Serious misuse of technology such as accessing pornography
- Using a mobile device to film on school grounds

- Inappropriate use of technology and/or social media that targets other students, staff or that brings the school into disrepute
- Failure to improve behaviour despite all levels of previous intervention

The decision to Suspend or to make a Permanent Exclusion is at the discretion of the Headteacher. This process will take into account all guidance in Exclusion from maintained schools, academies and student referral units in England and will include opportunity for the student to present their case either in writing or verbally before a decision to permanently exclude is made.

2 Actions following a suspension

After a Suspension of a fixed number of days there must be a reintegration meeting with a designated staff member, parent/carer and student. Staff will during this meeting explore support packages to manage a successful reintegration and also seek from the student an attempt to show compliance in the future. A potential warning of permanent exclusion being a possible sanction of further episodes of behaviour may also be given. The student will return to school on report for a minimum of one week.

A serious individual breach of the Behaviour Policy or several different breaches of the Behaviour Policy or persistently similar breaches of the Behaviour Policy may, at the Headteacher's discretion, result in a Local Academy Board Governors' review meeting in which the Local Academy Board Discipline Panel will informally meet with parent and student to review a student's behaviours and to examine possible support the school will need to put in place

The school will also work with other local agencies as required, to assess the needs of students who display continuous disruptive behaviour.

3 Process

1. Suspension or Permanent Exclusion can only be carried out by the Headteacher or in their absence the Senior Leader.
2. If the Headteacher has decided on a Suspension or Permanent Exclusion, Parents / carers must be informed verbally, and then in writing, that their son/daughter is being sent home.
3. If a parent cannot be contacted the student must stay at school and a letter sent home with him/her at 3.35 pm.
4. The process of Suspension or Permanent Exclusion should be used for any enforced period off site.
5. The parents have a right to make representations to the Governing Body and will be informed of this by the Headteacher
6. Schools are responsible for the delivery of the curriculum to excluded students whilst they remain on the school roll. Work must be set in line with national guidance. For all other statements regarding process please refer to https://www.gov.uk/government/publications/school-exclusion

4 Guidelines for a Suspension or Permanent Exclusion

A student may be considered for a Suspension or Permanent Exclusion in the case of a serious breach of the Behaviour Policy. The incident may be channelled through to the Senior Leader through Head of Year or Duty Team Leader. Only the Headteacher can make a final decision on a suspension or permanent exclusion. In each case, the following should apply where practical.

1. An incident form should be completed as soon as possible by the member of staff who witnessed/was involved in the incident.
2. If the incident form is designated as a Serious Incident, then it should be circulated immediately.

3. The student should be withdrawn from further lessons and remain with either the AIT or the HOY/SLT as appropriate.
4. The student's lesson attendance should be coded '9'.
5. Witness statements must be obtained wherever possible. The student must have the opportunity to put their case (it is recognised that this may not be possible immediately). The member of staff should make a witness statement where appropriate.
6. The HOY should consult with Senior Leadership Team and, where possible, the Senior Leader about whether the incident is likely to require a formal suspension or permanent exclusion.
7. If the student has an EHC Plan, then the SENCO should be consulted.
8. The HOY and SLT should take the case to the Headteacher, or, in his absence, the person deputising for him.

If a Suspension or Permanent Exclusion is agreed the following should apply:

9. A letter should be prepared by the designated Support Staff person, outlining the incident and the instructions relating to the details of the Suspension.
10. Parents should be contacted by phone. A student should not be sent home unless parents are willing to accept that the student can go
11. One copy of the letter should be handed to the student who is then sent home and a second copy sent home by email or post.
12. The incident form should be updated with "action" and circulated.
13. A message should be sent to the student's teachers, HOY, Student Services and Reception, asking for work to be sent through for it to be collected and sent home with the student.
14. A reintegration meeting for a Suspension should be held with parents and student in attendance. The meeting should ascertain the student's reflection upon the incident and the Suspension and parent(s)'s attitude. It should establish whether the student is ready to return to school and accept the rules as set out in the Behaviour Policy. The student should be encouraged to make a commitment to future positive behaviour and be made aware of the possibility of more severe consequences e.g. Permanent Exclusion, if the behaviour is repeated.

    The meeting should explore the possibility of action to address any support which the student may require to behave better in future (internal options as well as external agencies).

    The student should normally be placed on daily report to the HOY to monitor behaviour after the exclusion. This record may well form the basis of any Local Academy Board Governors' Disciplinary Committee meeting which considers the incident or the student's behaviour.

    A re-integration form should be written after the meeting covering the points raised at the meeting and copies circulated to staff as appropriate.

15. All paperwork should be put in the student file. It should be noted that any documents and notes may be seen by an appeal meeting at a later date.
16. The HOY will record a summary of the incident and outcomes/sanctions

NORTHAMPTON SCHOOL

'Nurturing Success'

Behaviour Policy Appendix

Searching Students Policy

Approved by: **NSB Trust Board**
Date: **September 2025**
Updated: **September 2026**

Related Policies include Attendance, Behaviour, Child Protection, Equality, Sexual Harassment, Drugs and Alcohol, Online Safety

This policy is in line with the guidance of 'Behaviour in Schools, Advice for Headteachers and School Staff' 2024; Searching, Screening and Confiscation in school; Revised Behaviour in School's Guidance, and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024; Behaviour and discipline in school's guidance for governing bodies; Creating a Culture: How school leaders can optimise behaviour 2017; Equality Act 2010; Use of reasonable force in schools 2013; Supporting pupils with medical conditions at school 2017; Mental Health and Behaviour in Schools 2018; SEND Code of Practice 2020; Northamptonshire SEND Ranges Project 2023; KCSIE 2025; Behaviour Standards and Learning Outcomes in the English Comprehensive School System 2023 – RESPUBLICA publication; Therapeutic Thinking 2024 West Northants Council

1 Policy Statement & Purpose

This policy is drawn within the Behaviour Policy. The policy explains the screening, searching and confiscation powers the school has to ensure the school is calm, safe and supportive environment in which students feel not at risk. Where the word 'must' is used there is a legal requirement to do something.

The legislation specifically draws upon:

- Coroners and Justice Act 2009
- Criminal Justice and Immigration Act 2008
- Health and Safety at Work etc. Act 1974
- The Education Act 1996
- The Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The schools (Specification and Disposal of Articles) Regulations 2012

Ensuring school staff and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps the school establish an environment where everyone is safe.

Before screening or conducting a search of a student, it is vital that obligations under the European Convention on Human Rights are considered. Under Article 8, students have a right to respect for their private life. In the context of these rights and obligations, this means that students have the right to expect a reasonable level of personal privacy.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise their searching powers in a lawful way.

2 Prohibited items and reasonable grounds for a search

The following are considered banned and must not be brought into the school. If found in the possession of a student or suspected as being present on a student or suspected of being supplied by a student, the sanction of Suspension or Permanent Exclusion is likely to apply. The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs or items associated with drugs
- Stolen items any article that the member of staff reasonably suspects has been, or is likely to be used:
    a. to commit an offence, or
    b. to cause personal injury to, or damage to property of; any person (including the student) an article specified in regulations
    c. alcohol, tobacco, electronic cigarettes (vapes), items associated with smoking
    d. any pyrotechnic / fireworks
    e. pornographic images

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search

may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

3 Conducting the search

Following suspicion of a banned item being in the possession of a student, staff may choose to search a student at the school. The search will be conducted by two members of staff with one being either a Head of Year or Senior Leader. Members of staff will be of the same gender as the student; the search will be completed in a room and the school will ensure the search is carried out in a discreet and sensitive manner.

If the item being searched for is from the prohibited list the DSL MUST be informed

The search will be completed following the recommendations set out in the Department for Education 'Searching, Screening and Confiscation' including support for those with a SEND background or a protected characteristic.

The Governing body will ensure, so far as is reasonably practicable, the health and safety of students and staff in their schools; and this policy will be in addition to other school policies which aim to promote acceptable behaviour and deter students from unacceptable behaviour.

Any member of staff who deems a search of a student appropriate will seek advice from the Headteacher or their representative before searching. The Headteacher will not direct a member of staff to carry out a search.

1) Searching with consent
Teachers may search students who have consented to be searched. Such searches should comply with all relevant aspects of this policy and the guidance notes to staff.

2) Searching without consent - the DSL or Headteacher MUST be consulted
Although there is legal power to search without consent, the school will not normally exercise this power. In circumstances where a student refuses to consent to a search, after consultation with the Headteacher or his representative, the police may be called.

Authorised staff
The Headteacher or their representative, can conduct a weapons search where there are reasonable grounds to suspect the possession of a weapon. The Headteacher, or their representative, may choose to use an electronic scanner as appropriate.

As well as the searcher, one other member of staff **must** be present at a search of a student and must be of the same sex as the student searched. When the student's possessions are searched, the student and a second member of staff must be present, but the staff may be of either sex.

Suspicion
The searcher must have reasonable grounds for suspecting a student may be carrying a knife or other weapon. (See Guidance to Staff for what may constitute 'reasonable grounds'). The search can take place on school premises or on a school visit. The searcher can seize anything he reasonably suspects is a weapon or evidence of an offence (see Guidance to Staff).

Clothing
The searcher can require the student to remove outer clothing. Where the student refuses to do so, the searcher will refer to the Headteacher or their representative.

If a weapon is found

The searcher may confiscate a weapon or anything which he or she suspects is intended to be used as a weapon and will usually pass it to the police as soon possible. Other evidence of an offence can also be seized and, if seized, will usually be passed to the police.

Staff Defined
The law on searching defines “a member of the staff of a school” to include teachers and anyone else authorised by the Headteacher to have lawful control or charge of a student.

Records
The Headteacher will require authorised staff to make and keep a written or electronic record of any search as soon as possible, as a file note, and kept on the student file. Parents should normally be informed.

A full copy of the guidance for staff in implementing this policy is available from the school and on the school website.