



THE CAMDEN
SCHOOL FOR GIRLS

Behaviour Policy



Lead Staff member:	Headteacher
Link Governor:	Charlotte Ross
Approved:	Autumn 2026
Review Date:	Autumn 2027
Review Committee:	Curriculum & Staffing

Executive summary

This policy replaces the 2024–2027 Behaviour Policy & Procedure. It retains distinctive Camden School for Girls features such as the Camden Compass, the Seven Rules for the Classroom, student responsibility, pastoral intervention, recognition of achievement and a strong partnership with parents/carers while simplifying expectations and strengthening consistency, safeguarding, mobile-phone controls, SEND/equality considerations, searching/confiscation and suspension procedures.

The policy is designed around a high-expectations culture: behaviour is taught explicitly, reinforced consistently, recognised when it is positive, and addressed promptly when it falls below the school's standard.

1. Purpose and principles

Camden School for Girls is ambitious for every young person. The school's longstanding aim is to develop caring, confident, responsible and mature young adults who can find their own voices, develop their own opinions and contribute positively to society.

The existing policy describes behaviour management as complex and emphasises a purposeful, co-operative environment, respect, individual potential and good manners. Those principles remain central. The revised policy adds greater clarity about what good behaviour looks like and how adults respond.

1.1 Our behaviour principles

- High expectations are communicated, taught and modelled by all members of staff
- Behaviour is everyone's responsibility: all staff intervene calmly and appropriately when they see poor behaviour.
- The response to behaviour is predictable, proportionate, fair and recorded where appropriate.
- Positive behaviour is noticed and recognised; sanctions are used to protect learning, safety and community standards.
- Students are expected to take responsibility for their choices and to repair harm where appropriate.
- Safeguarding is inseparable from behaviour: a behaviour incident may indicate vulnerability, abuse, exploitation, peer abuse or another safeguarding concern.
- SEND, disability, health, mental health, equality and individual circumstances are considered when responding to behaviour, without lowering lawful expectations.
- The school works with parents/carers and external agencies where additional support is required.

1.2 Statutory and regulatory framework

This policy should be read alongside the current versions of the following legislation and statutory guidance:

- Education Act 1996, including the statutory framework concerning discipline and searches.
- Education Act 2002, including duties concerning safeguarding and welfare.
- Education and Inspections Act 2006, including the school's duty to determine and publish a behaviour policy and powers concerning behaviour outside school.
- Equality Act 2010 and the Public Sector Equality Duty.
- Children Act 1989 and Children Act 2004.

- Education (Independent School Standards) Regulations 2014, where applicable to the school's status and requirements.
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children 2026.
- Behaviour in Schools: Advice for Headteachers and School Staff.
- Searching, Screening and Confiscation: Guidance for Schools.
- Mobile Phones in Schools (2026 statutory guidance).
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (effective July 2026).
- Prevent Duty Guidance and relevant local safeguarding arrangements.
- Any current Camden local safeguarding, attendance, inclusion and education welfare procedures.

2. The Camden standard

The school expects students to be calm, courteous, prepared, punctual, responsible and ready to learn. Good behaviour is not simply the absence of serious misconduct: it is the active demonstration of respect for learning, people and place.

2.1 The Camden Compass

- Communities: contribute to a calm, safe and tolerant atmosphere; bullying and abuse are not accepted.
- Objection: rude, abusive or discriminatory behaviour towards any member of the community is unacceptable.
- Manage: manage your own behaviour, pursue your goals and speak up appropriately when something is unfair.
- Pride: take pride in the environment; clear up after yourself and look after shared spaces.
- All: listen respectfully, arrive on time and bring the equipment needed for learning.
- Subject learning: follow seating plans and teacher instructions; disruption limits everyone's opportunities.
- Special talents: celebrate achievement and encourage others to succeed.

2.2 Seven Rules for the Classroom

1. Be on time, have the right equipment and books, and put your bag in the designated place.
2. Put your hand up rather than calling out; use respectful language.
3. Follow the seating plan, or raise concerns privately and appropriately.
4. Keep smartphones at home. Brick phones can be stored in bags and switched off.
5. Take care of the environment: no graffiti, litter or chewing gum.
6. Use the toilet at break or lunchtime unless a medical or other agreed need requires an adjustment.
7. Be polite, considerate and ready to learn.

3. Expected behaviour beyond the classroom

- Move calmly and safely between lessons; keep to the left on corridors and stairs.
- Do not run, push, block routes or create unsafe congestion.
- Follow the instructions of all staff, including duty and lunchtime staff.
- Use communal areas considerately and leave them clean.

- Treat food, dining areas and staff with courtesy.
- Behave appropriately on trips, visits, performances, clubs, work experience and all school-related activities.

The school may sanction behaviour outside the school premises where the law permits, including on the journey to and from school, during school-related activities and where off-site behaviour affects the school community.

4. Attendance, punctuality and readiness

Punctuality is part of respect for learning. Students are expected to arrive on time to school, registration and every lesson, with the equipment required. Persistent lateness or truancy will be addressed through the school's attendance procedures as well as this policy where appropriate.

- Morning registration and lesson registers are completed in accordance with the school's attendance procedures.
- Repeated lateness may lead to monitoring, parent/carer contact, detention and targeted pastoral intervention.
- Persistent absence or internal truancy is managed jointly through attendance and safeguarding systems.
- Where behaviour or attendance may indicate unmet need, staff consider early help and safeguarding pathways.

In Year 7 - Year 11, if a student is late to school, they will automatically receive a late detention that day.

5. Appearance and presentation

CSG does not have a uniform. Students are expected to dress appropriately for an academic institution, in a way that is safe, allows full participation and communication, and does not display offensive or discriminatory material. The school will apply this standard fairly and with regard to equality, religious observance, disability and other lawful considerations.

Students wearing clothes which are inappropriate for an educational environment, unsafe, have an offensive image or message or restricts communication, may be sent home to change or asked to wear alternative clothing provided by the school. Face covering which prevents identification and full communication are not permitted in school.

At Camden School for Girls, we are proud of our students and respect their individuality and originality; however, students' clothing needs to be appropriate for a working school day and reflect the professional environment of the school. Pastoral leads are able to make a professional judgement on what is deemed appropriate.

6. Mobile phones and personal interactive communication devices

This mobile phone policy reflects the school's commitment to prioritising student mental health, concentration, and safety by minimising distractions from smartphones. By adhering to these guidelines, we aim to create an environment that supports academic achievement, emotional wellbeing, and respectful interpersonal interactions.

6.1 Devices Not Permitted (Year 7 - Year 11)

- Students must not use or have access to smartphones, smartwatches or other prohibited smart devices at any time during the school day, including lessons, between lessons, breaktime and lunchtime.
- Students in Years 7–11 must not bring smartphones or smartwatches onto the school site.
- Smartphones and Smartwatches are not permitted anywhere on the student's person or in their belongings during the school day. Smartphones are not permitted in students' bags under any circumstances.
- This includes smartphones, smartwatches and other personal communications or smart devices with functionality similar to a mobile phone, including devices capable of sending or receiving notifications or messages via mobile networks or recording audio or video.

6.2 Permitted Devices

- Students may bring “brick” mobile phones, which are limited to voice calls and texts only. These phones cannot be used or accessed without the school's permission within school hours.
- Passive GPS/Bluetooth location trackers, such as Apple AirTag, may be permitted where used solely for safeguarding or location purposes. They must not be used as a means of communication or to circumvent this policy.

Important:

All permitted brick phones must be switched off and kept inside bags throughout the school day, including breaks and lunch. They must not be visible or used on school premises.

6.3. Sixth Form (Years 12–13) Policy

- For sixth form students, smartphones are allowed but must not be used or visible during lessons or in general school areas outside of the Sixth Form House.
- Sixth form students must not make their phones visible to Main school students.

6.4 Expectations of Students

- Students must not bring smartphones or smartwatches to school.
- Students with allowed brick phones must keep them switched off and stored in their bags at all times during the school day.
- Students are expected to follow staff instructions regarding mobile devices immediately.
- Any unauthorised use of, or access to, a prohibited device during the school day will constitute a breach of this policy. Possession of a prohibited device may also constitute a breach where the school's rules prohibit bringing the device onto the school site.

6.5 Sanctions for Breaches of Policy

First time	- Device confiscated by staff. - Device only returned to a parent/carer at the school office. - Student receives a formal warning - Parents/carers receive a letter with details of subsequent sanctions.
Second time	- Internal exclusion. - Parent/carers receive a phone call.
Third time and subsequent non compliance	- External fixed-term suspension will be issued. - Formal fixed term suspension letter issued. - Parents/carers must attend a reintegration meeting. Continued reinforcement of the school policy with parents/carers as part of the meeting.

6.6 Trips

During trips taking place during the school day, the school's mobile-phone prohibition continues unless an exception has been authorised. For residential trips or activities taking place outside the normal school day, the school will determine appropriate arrangements for mobile-phone use and will communicate these to students and parents/carers in advance.

6.7 Reasonable adjustments

The school will make reasonable adjustments where appropriate, including where a pupil needs access to a mobile phone because of a disability or medical condition. The school will also consider exceptional individual circumstances, including caring responsibilities, on a case-by-case basis. Any permitted access will normally be limited to the specific purpose, time and location agreed by the school. In exceptional individual circumstances, and as agreed in advance with parents/carers and the school, if a student is permitted to bring a smartphone to school, it must be handed in at reception at the start of the school day.

7. Recognition and rewards

Recognition is central to the culture. Staff should notice effort, courtesy, resilience, contribution, improvement, leadership, kindness and achievement, not only exceptional outcomes.

- Specific verbal praise and positive feedback
- Achievement points on SIMS
- Written commendations and subject recognition
- Head of Year and Headteacher commendations.
- Recognition in assemblies, newsletters and school communications.

8. Responding to behaviour in the classroom

The school uses a stepped response. The level of response depends on the behaviour, its impact, repetition, intent, context, risk and the student's individual circumstances. Staff should avoid unnecessary escalation while maintaining clear boundaries.

Stage	Typical response	Purpose	Follow-up
1. Redirect	Reminder, non-verbal cue, private correction	Return student to expected behaviour	Praise when corrected
2. Warning	Clear instruction and choice; record where required	Make expectation and consequence explicit	Contact/department follow-up if repeated
3. Classroom sanction	Conversation outside the classroom	Protect learning and reinforce responsibility	Parent/carer contact; monitoring
4. Patrol	Removal from lesson in supervised internal provision where behaviour prevents safe learning. Incident report created and logged.	Protect safety and learning; provide work	Incident report must be completed by the member of staff; pastoral review
5. Pastoral intervention	HOY/HOD/SLT intervention, report card, meeting, support plan	Address patterns and underlying need	Parent/carer partnership
6. Internal suspension	Internal suspension supervised and completing work	Respond proportionately to serious/repeated behaviour	Reintegration, support and monitoring
7. Fixed term external suspension	Student remains at home, completing work set	Respond proportionately to serious/repeated behaviour	Reintegration, support and monitoring
8. Permanent exclusion	Only where lawful and necessary	Last resort where required to protect education/safety	Statutory exclusion process

9. Serious and prohibited behaviour

Examples include, but are not limited to:

- Violence, fighting, assault or credible threats of violence.
- Weapons or items intended or likely to cause injury.

- Bullying, harassment, hate incidents and discriminatory abuse, including racist, sexist, homophobic, biphobic or transphobic abuse.
- Sexual harassment, sexual violence, harmful sexual behaviour and sharing or creating sexualised images.
- Intimidation, coercion, stalking, extortion or group-based abuse.
- Possession, use, supply or distribution of drugs or other prohibited/illegal substances.
- Alcohol, smoking or vaping (including any tobacco-based product)
- Theft, serious damage, vandalism or deliberate misuse of school property.
- Serious defiance or behaviour.
- Recording, filming or sharing material that harms, humiliates, threatens or sexually exploits another person.
- Serious online misconduct which affects members of the school community or the orderly operation of the school.
- Malicious or deliberately false allegations may be addressed under this policy where appropriate, while ensuring safeguarding concerns and allegations against staff are handled through the correct procedures.

Any of the above serious and prohibited behaviour either inside in the classroom, within the school perimeter or outside school could lead to an internal suspension, fixed term external suspension or fixed term exclusion.

10. Bullying, discrimination and child-on-child abuse

The school does not tolerate bullying, harassment or discriminatory behaviour. Reports are taken seriously, investigated promptly and recorded appropriately. Where behaviour may constitute child-on-child abuse, sexual harassment, sexual violence, exploitation, coercive control or another safeguarding concern, the safeguarding procedures take priority and the DSL/deputy DSL must be informed.

The school recognises that behaviour can be a communication of vulnerability. Staff must consider whether an incident indicates abuse, neglect, exploitation, mental health difficulty, peer-on-peer abuse, domestic or teenage relationship abuse, or another safeguarding concern.

11. SEND, disability, equality and reasonable adjustments

The school maintains high expectations for all students. Before imposing a sanction, staff should consider whether SEND, disability, medical need, communication difficulty, neurodivergence or another protected characteristic may have contributed to the behaviour and whether reasonable adjustments are required.

- Consider known needs and relevant information held by the school.
- Seek advice from the SENDCo, pastoral team or other appropriate professional where patterns persist.
- Distinguish between an adjustment to how a rule is taught/enforced and removal of the underlying expectation.
- Use targeted support, reasonable adjustments and early intervention where appropriate.
- Monitor sanctions and exclusions for patterns of disproportionality and take action where concerns emerge.

12. Searching, screening and confiscation

The school will exercise its statutory powers to search and confiscate items lawfully, reasonably and proportionately. Searching will follow current DfE guidance and the school's safeguarding procedures.

- The Headteacher. The DSL and authorised staff may search pupils and possessions
- Searches will be conducted by staff of the same sex as the pupil and with an appropriate witness, subject to the statutory exceptions for urgency and risk.
- The school will record and communicate searches as required, including the outcome and any sanction.
- Prohibited items include weapons, alcohol, illegal drugs, stolen items, tobacco/vapes, pornographic images and items likely to be used to cause injury or commit an offence, together with any additional items identified in the school rules.
- Confiscation will be proportionate and may be used as a disciplinary sanction where lawful.
- Where an item or incident raises safeguarding or criminal concerns, the DSL and/or police will be involved in accordance with procedures.

13. Detentions

The school may use lunchtime, after-school and other lawful detentions. Parental consent is not required, but staff must act reasonably and consider the student's safety, caring responsibilities, disability, medical needs, travel arrangements and other relevant circumstances. Lunchtime detention will allow reasonable time for food, drink and toilet needs.

14. Exceptional use of group sanctions

The school does not ordinarily use collective or group sanctions where responsibility for an incident cannot be attributed to individual students. Students should not normally be sanctioned simply because they are members of a group in which another student has behaved inappropriately.

In exceptional circumstances, however, the school reserves the right to implement a proportionate group sanction where there is sufficient evidence to establish that a perpetrator is a member of the group and that the individuals within the group had a reasonable and sufficient opportunity to identify or report the person responsible.

Before imposing such a sanction, the school will consider:

- the strength and reliability of the available evidence;
- whether students were given a genuine and sufficient opportunity to come forward;
- whether students could reasonably have been expected to know or identify what had occurred;
- the age, maturity and individual circumstances of those affected;
- any relevant SEND, disability, safeguarding or other individual considerations;
- whether a group sanction is proportionate and likely to be effective; and

- whether there is a less intrusive way of achieving the same behavioural or safeguarding objective.

A group sanction will not be used as a substitute for investigation where individual responsibility can reasonably be established. It will be used only where the Headteacher or an authorised senior leader considers that the exceptional circumstances justify it.

Where a group sanction is imposed, students will be informed of the reason for the decision and, where appropriate, reminded that coming forward promptly with relevant information is an important part of maintaining a safe, respectful school community.

Nothing in this provision limits the school's safeguarding duties. Where an incident may involve bullying, child-on-child abuse, sexual harassment or violence, discrimination, criminal behaviour, coercion, exploitation or another safeguarding concern, the school's safeguarding procedures will take precedence and the Designated Safeguarding Lead or deputy will be consulted as appropriate.

15. Behaviour monitoring and support

- Tutor monitoring and daily report cards.
- Head of Year or Head of Department report cards with specific, measurable targets.
- Pastoral support plans and one-to-one intervention.
- Parent/carers meetings and regular review.
- Mentoring and learning support.
- SENDCo involvement and reasonable adjustments where relevant.
- Early help and external agency involvement where appropriate.
- Review of behaviour data by year group, subject, location, incident type and protected characteristics to identify patterns and improve practice.

16. Restorative practice and repair

Where appropriate and safe, students should repair harm and rebuild relationships. This may involve reflection, apology, restoring property, helping to put right an impact, or a structured restorative conversation. Restorative approaches do not replace sanctions where a serious sanction is necessary and must never require a victim to participate.

17. Safeguarding interface

Safeguarding principle: A behaviour incident may be a safeguarding signal. Staff must not assume that misconduct is simply a disciplinary issue.

- Follow the child protection policy and report concerns to the DSL/deputy DSL.
- Consider whether there are signs of abuse, neglect, exploitation, child-on-child abuse, sexual harassment/violence, coercive control, teenage relationship abuse or other harm.
- Do not investigate safeguarding concerns beyond the staff member's role; record accurately and pass information through the safeguarding route.
- Share information appropriately and lawfully in accordance with current safeguarding guidance.

- Where behaviour is linked to vulnerability, ensure support and protection are considered alongside proportionate consequences.

18. Off-site behaviour and school-related conduct

The school may take disciplinary action for behaviour outside the school premises where the law permits, including behaviour during school-organised activities, on journeys, while travelling to and from school, or where off-site behaviour has a direct impact on the school community.

19. Suspension and permanent exclusion

Suspension and permanent exclusion are serious decisions and will be used only in accordance with current statutory requirements and the school's behaviour principles. The Headteacher is responsible for disciplinary decisions within the statutory framework. The school will consider the seriousness of the incident, evidence, proportionality, previous behaviour, safeguarding, SEND/disability, equality duties, individual circumstances and the impact on the wider school community.

- Suspension is not used as a routine response to ordinary classroom disruption.
- The school will comply with the current statutory notice, recording, education, review and reintegration requirements.
- The governing body will exercise its statutory role in reviewing decisions where required.
- Where a pupil is directed off-site or separated for safeguarding reasons, the school will review arrangements at appropriate intervals and ensure educational provision and safeguarding remain effective.
- Reintegration should be purposeful, with clear expectations and support where needed.

20. Roles and responsibilities

Role	Responsibility
Governing body	Approve the behaviour policy as required; monitor implementation, effectiveness, equality and exclusions
Headteacher	Determine and implement the behaviour policy; ensure consistent implementation; make lawful disciplinary and exclusion decisions; ensure staff training and safeguarding links.
SLT	Model expectations; ensure consistency; monitor behaviour data; support staff; ensure appropriate systems, interventions and communication.
DSL / safeguarding team	Ensure behaviour systems identify safeguarding concerns; advise on child protection, child-on-child abuse and information sharing.
SENDCo / inclusion staff	Advise on SEND/disability, reasonable adjustments, support plans and patterns of need.

Heads of Department	Set classroom standards, coach staff, monitor subject patterns through department reports and intervene early.
Heads of Year / pastoral staff	Lead pastoral interventions, monitor patterns, work with families and coordinate support.
All staff	Teach expectations, model calm authority, recognise positive behaviour, intervene appropriately and record/report concerns.
Students	Follow expectations, accept responsibility, treat others with respect and seek help appropriately.
Parents/carers	Support school expectations, communicate relevant information, attend meetings when requested and work constructively with the school.

21. Parent/carers partnership

- Parents/carers will be informed about significant or repeated behaviour concerns and involved in support where appropriate.
- The school will communicate expectations clearly and consistently.
- Parents/carers are expected to support attendance, punctuality, equipment, behaviour and the phone-free school day.
- Parents/carers are expected to attend all reintegration meetings.

22. Monitoring, evaluation and governance assurance

The school will review behaviour using quantitative and qualitative evidence, including:

- Incidents, removals, detentions and suspensions by year group and type.
- Bullying, discriminatory and safeguarding-related incidents.
- Mobile-phone breaches and confiscations.
- Attendance and punctuality links.
- Student, parent/carers and staff feedback.
- Repeat incidents and the effectiveness of interventions.

Governors should receive sufficient information to determine whether the policy is being implemented consistently and whether it is improving safety, learning, attendance and student experience.

23. Related policies and procedures

- Child Safeguarding & Protection Policy.
- Anti-Bullying Policy.
- Equality, Diversity & Inclusion Policy.
- SEND Policy and SEND Information Report.
- Attendance Policy.
- Online Safety / Acceptable Use Policy.

- Drugs and Substance Misuse Policy.
- Staff Code of Conduct.
- Examinations and malpractice procedures.
- Health and Safety procedures.
- Complaints Procedure.
- School Trips / Educational Visits Policy.

Appendix 1 — CSG Behaviour Response Matrix

This matrix is a guide, not an automatic tariff. Seriousness, repetition, impact, safeguarding, SEND/disability and individual circumstances must be considered.

Behaviour	Usual initial response	Possible escalation
Low-level disruption / calling out / poor readiness	Correction → warning/choice → classroom consequence	Department/pastoral intervention if repeated
Lateness / poor punctuality	Late mark → appropriate detention/monitoring	Punctuality report; parent/carers meeting
Phone/device breach	Confiscation under phone procedure	Parent/carers contact; repeated breaches treated as persistent misconduct
Defiance / refusal	Clear instruction and choice → sanction	Removal/pastoral intervention if persistent or serious
Abusive or discriminatory language	Immediate challenge and recording	Pastoral/DSL review; serious sanction where warranted
Bullying / harassment	Safeguarding/behaviour response; investigate	Support, sanction, safety plan and external referral where appropriate
Fighting / violence / credible threat	Immediate safety response and SLT referral	Suspension and/or police/DSL involvement where appropriate
Weapon / serious prohibited item	Safeguarding and search/confiscation procedure	Suspension/permanent exclusion may be considered; police involvement where appropriate
Drugs / supply	Drugs procedure; safeguarding and parent/carers involvement	Suspension/permanent exclusion may be considered
Sexual harassment / violence / harmful sexual behaviour	DSL-led safeguarding response	Sanction plus safeguarding support; external referral where required
Serious online harm / filming	Confiscation/evidence preservation; DSL/SLT review	Serious sanction; police/safeguarding referral where appropriate

Appendix 2 — Sources and statutory references checked for this draft

- Department for Education, Behaviour in Schools: Advice for Headteachers and School Staff.
- Department for Education, Mobile Phones in Schools (statutory guidance; effective for schools from 1 September 2026).
- Department for Education, Keeping Children Safe in Education 2026.
- Department for Education, Working Together to Safeguard Children 2026.
- Department for Education, Searching, Screening and Confiscation: Guidance for Schools.
- Department for Education, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (effective July 2026).
- Education Act 1996; Education Act 2002; Education and Inspections Act 2006; Equality Act 2010; Children Act 1989; Children Act 2004.
- The existing Camden School for Girls Behaviour Policy & Procedure (approved May 2024; review Summer 2027), used as the institutional baseline for this draft.