



# NICHOLAS CHAMBERLAINE SCHOOL

## Culture and Ethos (Behaviour) Policy

Date: April 2023  
Review Due: April 2024

Reviewed Annually

## 1. Policy Statement

*‘The single most important mission of Nicholas Chamberlaine School is to provide the conditions in which children discover who they are and then go on confidently to take their places in society, making a contribution to it through the use of their talents. We will never prepare children to know their places.’*

Nicholas Chamberlaine School & Sixth Form is committed to creating an environment where exemplary behaviour<sup>1</sup> is at the heart of everything we do. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We aim to support students to be successful learners and world citizens.

## 2. Legislation and Statutory Requirements

This policy is based on best education practice and advice and guidance from the Department for Education (DfE) on:

- [Behaviour and discipline in schools- 2016](#)
- [Searching, screening and confiscation at school- 2022](#)
- [The Equality Act - 2010](#)
- [Use of reasonable force in schools- 2015](#)
- [Supporting students with medical conditions at school - 2015](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#) which outlines a school’s duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students’ property.
- [DfE guidance](#) explaining that academies should publish their behaviour policy online

## 3. Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning; for good relationships; for life
- To build a community which values kindness, care, good humour, and empathy for others.
- To ensure that everyone is treated fairly, shown respect and promotes good relationships.

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<sup>1</sup> The term *behaviour*, throughout this policy includes the full range of ways that children and young people act in school; this includes pro-social behaviours, learning behaviours as well as disruptive and aggressive behaviours

- To help learners take control of their behaviour and be responsible for its consequences
- To promote an approach which hinges on prevention, de-escalation and resolution

## 4. Our Practice - *How we will achieve a positive school culture*

### 4.1 Quality first teaching

‘Quality first teaching’ and learning will be at the heart of the school’s culture and ethos. The needs of all students must be recognised within our broad, tailored and engaging curriculum.

### 4.2 Our Approach

1. Consistent, calm adult behaviour
2. First attention to best conduct (notice positive behaviour first, acknowledge, praise, recognise)
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up (in acknowledgement that all behaviour is communication)

## 5. Definitions

### **Behaviour:**

The term *behaviour*, throughout this policy includes the full range of ways that children and young people act in school; this includes pro-social behaviours, learning behaviours as well as disruptive, aggressive and dysregulated behaviours.

*NB. The common behaviours defined by ‘type’ below provide guidance for the readers of the policy and do not constitute an exhaustive list.*

### **Disruptive behaviour** can be defined as:

Disruption in lessons (and to the lessons of others), in corridors, between lessons, at break or lunchtimes  
Repeated breaches of the school rules

### **Negative Learning behaviours** can be defined as:

- Non-completion of classwork or homework
- Refusal to engage (with learning, support, intervention)
- Incorrect uniform and equipment
- Lateness to lessons
- Leaving the classroom without permission
- Internal truancy
- Leaving seat and interfering with the learning or equipment of others
- Use of mobile phones or other electronic devices.

### **Aggressive behaviour** can be defined as:

- Angry outbursts
- Shouting, screaming
- Banging (or throwing) doors, chairs and equipment
- Damage to property/ vandalism
- Theft

### **Serious Safety Misconduct** can be defined as:

Any incident which places the child themselves or others at risk of harm  
**Fighting**

Possession of any items prohibited by age and law, such as:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects as being, or likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person (including the student). an article specified in regulations
- tobacco and cigarette papers, e-cigarettes and vapes fireworks; and pornographic images

Searches will be carefully considered and undertaken in accordance with [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf).

The Head will oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or member of the safeguarding team).

**Child on Child Abuse** is defined as:

Any form of bullying or abuse; verbal, physical or emotional. Racist, sexist, homophobic or discriminatory behaviour of any nature.

Sexual violence, such as:

- rape
- assault by penetration
- sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments or propositioning
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Direct, online sexual harassment such as unwanted sexual comments and messages
- Indirect, online sexual harassment such as unwanted sexual comments, posts and messages on public and shared social media platforms
- The sharing of nude/semi-nude images and/or videos, or sharing of unwanted explicit content

**Bullying** is defined as:

The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Nicholas Chamberlaine School we have a zero-tolerance approach to bullying and child-on-child abuse of any nature and as such we educate students via our whole-school culture and ethos and through assemblies, PSHE and RSE lessons and the pastoral curriculum that bullying, child-on-child abuse, sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We:

- promote a whole-school culture of kindness, self and mutual respect
- do not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”,
- ‘just having a laugh’ or ‘boys being boys’ we challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

All reported incidents of bullying or child-on-child abuse will be investigated immediately and the victim will be supported throughout the process.

Students are encouraged to report concerns for their safety and well-being (or that of peers) to the Safeguarding team or any member of staff. All incidents of bullying and child-on-child abuse are recorded on CPOMs.

**Dysregulated behaviour** can be defined as:

Dysregulation, (also known as emotional dysregulation), a child's poor ability to manage emotional responses or to keep them within an acceptable range of typical emotional reactions.

- Disruption
- Defiance
- Self-destructive (and more widely destructive) behaviours
- Attention seeking
- Risk taking

- Challenge and provocation
- Refusal to speak or make eye contact

## 7. Roles & Responsibilities

### 7.1 The Governing Board

The governing board is responsible for monitoring the effectiveness of the (Behaviour) Culture & Ethos policy and holding the Head to account for its implementation.

### 7.2 The Head

Fundamental to the success of our school's inclusive Culture and Ethos policy will be the dedication and commitment of every member of staff. The Head is responsible for reviewing and approving this policy and will:

- ensure that the Culture and Ethos policy is consistently promoted at all times and by all
- oversee its implementation through associated policies (i.e. Teaching & learning)
- monitor how staff implement the policy to ensure that first attention is paid by all staff to best conduct (through the use of genuine and deserved praise and recognition)
- ensure a case-by-case response to negative behaviours with the intention of resolution, restoration and the application of fair consequences, commensurate to the incident

### 7.3 Staff

- Staff are responsible for:
- Implementing the (Behaviour) Culture & Ethos policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents appropriately and in accordance with *Guidance for Staff*
- Middle leaders and Senior Leaders are not expected to take-over and deal with behaviour 'referrals', rather they are to stand alongside department colleagues to support, guide, model and show a unified consistency to learners

### 7.4 Nicholas Chamberlaine Families

Parents & carers are expected to:

- Support their child in adhering to the Classroom & Corridor Standards Charters and rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's tutor, Year Leader or Head of Year as soon as possible

## 8. Responding to Negative & Dysregulated Behaviours

### 8.1 Re-establishing working relationships

We will seek to ascertain the root causes of negative behaviours so that targeted and appropriate support interventions can be established. The purpose of any initial response to negative behaviour has to be to establish and/or re-establish the working relationship so that learning can take place.

*Examples of strategies we will employ to support this expectation are:*

- **Positive Greeting at the door:** Students are greeted at the door and provided with a starter activity or do now
- **Clear instructions:** all instruction and information is clear and repeated brighten the lines of the lesson activities
- **Redirection:** gentle encouragement & support; a 'nudge' in the right direction
- **Scripted intervention:** 'what should be doing right now?' this allows students to reiterate the expectations and staff to check the instruction is clear
- **Reparation:** via the two minute Catch-up - a restorative conversation/meeting should take place as soon as possible and before the next lesson
- **Classroom target setting & monitoring:** teachers and leaders may choose to monitor a student in order to collate evidence of progress towards agreed targets. We make sure that this is done discreetly. We do not use coloured reports, advertise negative behaviour to other learners or give fame to those who choose not to meet our high standards

In addition to the above, the following strategies / consequences may be used if;

- learning is disrupted or missed through negative behaviours
- time is needed for independent or supported student reflection
- a member of staff needs time to arrange a restorative meeting (formal or partnership)

**Parental communication:** collaboration between home and school with the aim of reinforcing home-school standards and expectation

**Give-back time:** the teacher will set catch-up work (usually that missed in lesson) to be completed at home, or at break or during part of lunchtime

**Reflection time:** a meeting established between teacher and learner during break, lunchtime, or after school (usually for the purpose of a restorative conversation or mediation)

### **Further Sanctions:**

These will be applied when the student continues to display dysregulated, aggressive and/or threatening behaviour, damage to themselves or property or illegal activity is discovered, the school may when necessary contact the police.

Sanctions will be applied when a student's conduct is unacceptable or inappropriate, in order to help them develop an understanding of right and wrong according to social norms. The issuing of sanctions the issuing of all sanctions will be recorded by all staff and monitored by Year leads, Heads of Year and Subject Leaders. Sanctions will:

- Relate to a specific task or action and be applied clearly
- Be issued consistently and fairly, ensuring that the student is clear about what they are being reprimanded for
- Reinforce the schools core values and ethos

The school implements a graduated scale of sanctions which staff members will apply to corresponding sanctions using their professional judgement. These include the following:

**Conduct Point:** Students are issued a conduct point when two reminders to engage with the task or acceptable behaviour have been given. The teacher instructs the student of the expectation, reinforces expectations and gives them an opportunity to improve their conduct.

**Buddy room relocation:** If a student does not address their conduct then they will be referred to another room in the department for the remainder of the lesson (with work provided) this is recorded and followed up with a call home. This stage can also be used in the event of unsafe or aggressive behaviour within the classroom. In the event of a failure to either go to the buddy room or continued disruption in the buddy room, a same day 30-minute detention will be given to allow the learner to reflect on their actions with Pastoral staff and Senior Leaders.

**Friday Detentions:** a one hour after school cumulative sanction for 3 or more conduct points in the week communicated to home via text message on a Thursday evening

## 8.2 Progress Reports

In the event that continued dysregulated, disruptive or concerning behaviour continues then ongoing student monitoring via reports will be required these will be issued in stages. The stages are as follows:

- Stage one - Form Tutor/ Subject Leader (whichever is applicable)
- Stage two - Head of Year
- Stage three - Year Lead
- Stage Four - SLT
- Stage Five - Head

Each stage will be completed over period agreed and comes with a package of support measures.

## 8.3 Punctuality and Truancy

- Missing lesson time impacts on the progress of any student. It is therefore important to support students in attending lessons and remove any barriers that are affecting their ongoing attendance in lessons. See Attendance Policy for sanctions.
- For truancy from lessons parents/carers are contacted by text in the first instance and conduct points are logged to count towards the weekly conduct detentions.
- Meetings are arranged to identify barriers to attendance with the parents and a plan of support is agreed upon to support ongoing attendance in lessons.
- Continued truancy and refusal to follow school instructions will potentially result in fixed term suspension from school.

## 8.4 Confiscation

**Any prohibited items** (listed in section 5, pg. 4) **found in students' possession will be confiscated.** These items will not be returned to students. Searching and screening students is conducted in line with the DfE's latest guidance on [Searching, Screening and Confiscation 2022](#)



### 8.5 Malicious allegations

Where a student makes an allegation against a member of staff or student and that allegation is shown to have been deliberately invented or malicious, the school will determine support and consequence for the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, if so, a referral to children's social care may be appropriate. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

### 8.6 Exclusions – see Suspensions and Exclusions Policy

### 8.7 Off-site behaviour

Consequences and therefore exclusion may also be applied where a learner has behaved inappropriately off-site when representing the school. This means misbehaviour when the learner is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or in any other way identifiable as a student of our school

Consequences may also be applied where a learner has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

## 9. Recognising Positive Behaviour – See Rewards Policy

## 10. Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator (SENCo) may be called upon to evaluate a student exhibiting challenging behaviours to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 11. Student transition

To ensure a smooth transition from KS2 into KS3, students have transition sessions with their new teacher(s) and all new students and Nicholas Chamberlaine families are invited to attend transition interview meetings and events on site. To ensure behaviour is continually monitored and the right support is in place in a timely manner, information relating to student behaviour concerns may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## 12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## 13. Training

Our staff are provided with regular training on behaviour, culture and ethos and this will also form part of regular and targeted continuing professional development.

## 14. Monitoring arrangements

This behaviour policy will be reviewed by the Head and the governing board annually. At each review, the policy will be approved by the Head and will be re-published on the school website.

## 15. Links with other policies

This Culture & Ethos (behaviour) policy is linked to the following policies:

o Exclusions policy	o SEND Policy
o Child protection and safeguarding policy	o Equal Opportunities Policy
Suspension and Exclusions policy	Rewards Policy
	o Mobile Phone Policy