

# Conduct Policy

## Lincoln Castle Academy



	Name	Position	Date	Review Date
Author:	Mrs Clare Grant	Assistant Headteacher	Feb 2020(updated Sept 2020)	Feb 2023
Reviewed by:	Mrs Tanya Wiles	Deputy Headteacher		

This Policy has been approved by the LGB:

Signed.....

Date: .....

*We are committed to a policy of treating each person equally and we have carefully considered and analysed the impact of our policies on equality and the possible implications for individuals with protected characteristics, recognising the need to eliminate discrimination, advance equality of opportunity and foster good relations. 9 Protected characteristics: Age, Sex, Race, Disability, Religion, Gender re-assignment, Pregnancy or maternity, Marriage or Civil partnership, Sexual orientation.*



## Purpose

Lincoln Castle Academy is committed, through our positive culture, to maintaining the highest standards of conduct among students at all times. It seeks to achieve this by insisting on a positive attitude towards students, recognition of individual strengths and achievements, and through the development of self-discipline. A successful working relationship with parents is vital in the maintenance of outstanding conduct. Therefore, positive communication with parents is integral at all stages of the conduct system. The day-to-day maintenance of high standards of conduct remains the responsibility of the Headteacher and staff, with the full support of the Governing Body. Where appropriate, the application of a series of consequences emphasising the unacceptability of poor conduct will be applied. Similarly, in instances of outstanding contribution, attitude and performance, rewards emphasising positive conduct will be applied.

This policy, where appropriate, will be applicable to the conduct of students on or off the school premises, in or out of school time.

All elements of this policy are set out to meet the requirements of the academy's legal duties under the Equality Act 2010, to safeguard everyone in the academy including those with Special Educational Needs.

## Principles

The school believes that the best way to manage conduct is to take a positive approach that favours those getting it right. Likewise, the best way to motivate students, is through a consistent approach to praise and reward systems.

Students will be rewarded by regular recognition of their achievements. The development of positive relationships between students and staff is enhanced through praise and reward, and through staff modelling high standards that we wish to be reflected in our students' conduct day to day.

Where students' conduct is not at the required standards, consequences are applied to ensure they are held accountable for their actions, and staff are able to build positive relationships through restorative practice.

The Senior Leadership Team (SLT) and Governing Body believes that in order to enable teaching and learning to take place, outstanding conduct in all aspects of school life is necessary. It seeks to create an inclusive, caring, learning culture in the school by:

- Insisting on the highest standards of student conduct;
- Promoting self-esteem, development of self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring equality, consistency and fairness of treatment for all;
- Encouraging consistency of response to both positive and negative conduct;
- Instilling early intervention through classroom and department planning, and through both short and long term restorative practice;
- Providing a safe environment, free from disruption, violence, bullying and any form of harassment;
- Building positive relationships with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- Promoting a culture of praise recognition and encouragement in which all students can achieve.

## Restorative Practice

We are a restorative practice school and require all members of our community to understand, use and master restorative approaches. Restorative conversations shift the focus from blame and shame to root cause and repair. When someone's behaviour causes someone else harm, restorative practice takes place with a meeting between the members of our community concerned were they come to a resolution that will best repair the harm. It is not about punishment, it's about healing and change. These meetings might take place in a restorative session on a Monday night, throughout the school day, during break or lunchtime etc. and should take place as soon as possible after the incident.

When a restorative conversation takes place we go through the following questions to get to the root cause of the issue. We consider the following at Lincoln Castle Academy to support this process:

- ▶ **What happened?** – Hearing and valuing the unique perspective
- ▶ **What were you thinking?** – Making connections between thoughts and behaviours
- ▶ **What were you feeling?** – Developing emotional literacy/empathy and consideration and making connections between feelings/thoughts/behaviours
- ▶ **Who has been harmed/affected?** Connecting harm to the un-met needs
- ▶ **What needs to happen/do you need to do now?** Finding the right strategy to repair the relationships, the harm and un-met needs

## Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of outstanding conduct. The Governing Body will ensure that the student Code of Conduct is communicated to students and parents, is non-discriminatory and that the expectations are clear. Governors will support the school in maintaining the highest standards of conduct of students and staff.

The Senior Leader responsible for Student Engagement will, in partnership with Heads of Year, be responsible for the implementation and day-to-day management of the conduct policy and procedures. All staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the SLT, for creating a high quality learning environment, modelling and teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed. Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school (see Home-School Agreement and Code of Conduct for Visitors, Parents and Carers).

The school will encourage parents to work in partnership with the school to assist it in maintaining the highest standards of conduct and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own conduct and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environments making them safe, enjoyable and conducive to learning by reporting all undesirable conduct.

### Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how the highest standards of conduct can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the Senior Leader for Student Engagement, to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

### Code of Conduct

The graphic below highlights the Code of Conduct. The two sides of the Code of Conduct refer to the incremental steps of rewards and consequences.

The Code of Conduct states clearly the rights of all people in the academy community, and the four school rules. These underpin all conduct of students and staff within the academy.

**All members of our academy community have the right to: 1. Learn or teach 2. Be treated fairly 3. Be safe 4. Be treated with respect. Our academy rules are non-negotiable and ensure all our rights are protected.**

Contribution	Attitude	Performance	REWARDS
<p>As a student I will adhere to the Academy's Code of Conduct, summarised in 4 Academy rules. I will be rewarded for outstanding contribution, attitude and performance.</p>			<p><b>R1 = Verbal praise</b></p>
<p><b>1. Be studious</b></p> <ul style="list-style-type: none"> <li>• I am focused in lessons, enabling my teachers to teach and students to learn</li> <li>• I complete all work to the best of my ability</li> <li>• I meet deadlines</li> <li>• I am responsive to challenge</li> <li>• I support the learning of others</li> <li>• I participate in extra-curricular activities</li> </ul>			<p><b>R2 = 1 point</b></p> <p><b>Actions:</b>  <b>a) Verbal praise</b>  <b>b) Study file and Go4s</b></p>
<p><b>2. Be prepared</b></p> <ul style="list-style-type: none"> <li>• I attend school every day</li> <li>• I am punctual</li> <li>• I wear my uniform correctly</li> <li>• I am properly equipped for all lessons every day</li> </ul>			<p><b>R3 = 5 points</b>  <b>Commendation</b></p> <p><b>Actions:</b>  <b>a) Verbal praise</b>  <b>b) Study file and Go4s</b></p>
<p><b>3. Be safe</b></p> <ul style="list-style-type: none"> <li>• I move calmly around the academy site</li> <li>• I interact appropriately with others</li> <li>• I abide by the academy Code of Conduct</li> </ul>			<p><b>R4 = 10 points</b>  <b>HoD/HoY/SLT commendation</b></p> <p><b>Actions:</b>  <b>a) Verbal praise</b>  <b>b) Study file and Go4s</b>  <b>c) Head of Department/Head of Year/SLT commendation</b></p>
<p><b>4. Be respectful</b></p> <ul style="list-style-type: none"> <li>• I use respectful language at all times to staff and students</li> <li>• I follow staff instructions at all times, including 'consequences'</li> <li>• I refrain from eating/drinking in lessons (water permitted)</li> <li>• I take care of academy equipment, resources and the school environment</li> <li>• I represent the academy well both in and out of school, and online.</li> </ul>			<p><b>R5 = 15 points</b>  <b>Headteacher commendation</b></p> <p><b>Actions:</b>  <b>a) Verbal praise</b>  <b>b) Study file and Go4s</b>  <b>c) Certificate</b></p>
			<p><b>R6 = Celebration Week</b></p> <p><b>Actions:</b>  <b>a) Verbal praise</b>  <b>b) Study file and Go4s</b>  <b>c) Certificate in assembly</b>  <b>d) Activity</b></p>

**Optional rewards that can be given at each stage**

House commendations      Certificates      Parent pledges  
 Letters/ texts/ calls/ postcards/emails home  
 Bespoke departmental arrangements

## All members of our academy community have the right to:

1. Learn or teach 2. Be treated fairly 3. Be safe 4. Be treated with respect.

Our academy rules are non-negotiable and ensure all our rights are protected.

<b>CONSEQUENCES</b>	<b>Rule 1 Be studious</b>	<b>Rule 2 Be prepared</b>	<b>Rule 3 Be safe</b>	<b>Rule 4 Be respectful</b>
<b>C1</b> Verbal warning	<b>Failure to follow the academy rules.</b>			
<b>C2</b> 1 point  <b>Actions:</b> a) Study file & Go4s  <b>Optional Actions:</b> a) Move within classroom b) Timeout c) Contact tutor/ parents d) CSS – actioned by HOD	Poor attitude to learning (following C1)  Disruptive behaviour (following C1)  Missed deadlines	Late to school/ lessons  Incorrect uniform  Incomplete kit (including: study file, pen, pencil, PE kit)	Inappropriate/ offensive language  Low level unsafe physical conduct  Out of class without a green card	Graffiti on exercise books/ study file  Littering  Inappropriate use of academy facilities
<b>C3</b> 5 points + RS (with subject staff/HOD)  <b>Actions:</b> a) Study file & Go4s b) Restorative conversation c) HoD informed d) Contact parents – teacher e) Attend 1 hr restorative session  <b>Optional Actions:</b> c) Dept Separation Room & HoD involvement d) Contact Inclusion base	Persistent poor attitude to learning  Persistent disruption  Persistent missed deadlines	Use of a mobile phone/device/associated technology  Internal Truancy  Persistent incomplete PE kit	Bullying (verbal/ written/ cyber bullying)  Threatening physical conduct	Walking away from a member of staff  Refusal to follow a direct instruction  Insolence  Graffiti / Vandalism
<b>C4</b> 10 points + RS (SLT/HOY 1 hr 30)  <b>Actions:</b> a) Study file & Go4s b) Restorative conversation/ action c) Contact parents - HoY d) Attend 1 hr restorative session  <b>Optional Actions:</b> c) High-level intervention d) Meeting – Parents & Tutor/ Teacher e) Contact inclusion base	Refusal to follow SLT/HoY/HoD instructions	External Truancy	Discrimination (racial/ religious/ sexual/ gender)  Violent physical conduct (engaging in/ enticing/ being an accessory)  Smoking / Vaping	Inappropriate/ offensive language directed at staff  Defiance of academy rules
<b>C5</b> Extraction (1+ days) Escalating concerns regarding behaviour and relationships will result in extraction, specialist high-level intervention and, where appropriate isolation with 1 of 4 teams: 1. Welfare 2. Additional needs 3. Senior Leadership Team 4. Pastoral Team <b>Actions:</b> a) Study file & Go4s b) Restorative conversation/ action c) High-level intervention d) Parents & HoY/ HoD				
<b>C6</b> Exclusion (fixed term) N.B. may result in permanent exclusion or alternative provision  <b>Actions:</b> a) Study file & Go4s b) Parents, HoY, SLT reintegration meeting		Serious concerns regarding behaviour and relationships, including: <i>A serious breach of the Academy rules</i> <i>Persistent breaches of the Academy rules</i> Threatening language or behaviour towards staff, including harassment Criminal behaviour, including: <i>Theft / drug use or supply / possession of dangerous weapon</i> <i>Serious assault</i> <i>Misuse of fire alarm</i> <i>Vandalism</i> <i>Inciting hate / extremism</i> <b>Bringing the Academy name into disrepute, inclusive of social media</b>		

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are key to achieving this. They have a motivational role in helping students to realise that good behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Keeping parents informed regularly on their child's conduct is also vital. Outstanding conduct that is above and beyond expectation will be consistently rewarded. The academy operates a reward system that encourages parents to reinforce positive conduct, and blends a collegiate certificate and assembly-based presentation with enrichment activities both on and off site. This culminates in the opportunity to participate in the grand rewards week with peers in their year group.

In order to ensure positive behaviour is promoted:

- Staff will strive to record positive conduct wherever possible
- Staff will praise students when they see good behaviour, using the rewards ladder on the Code of Conduct
- Staff will tell students clearly what is expected of them
- Students will remember what is asked of them
- Rules are consistent and fair
- Responsibilities and expectations will be matched to individuals and their development

## Consequences

As with rewards, the implementation of consequences is fair and consistent throughout the academy. Staff are highly trained to adopt and implement de-escalation techniques and restorative practice whereby students have clear expectations and boundaries. As a result, students know what behaviours are undesirable, and what the consequence will be as a result of poor conduct.

## Pre-Consequence

All staff will attempt to rely on visual and 'soft' verbal cues to give students the opportunity to correct minor misdemeanours, before they are given a formal warning. This will enable staff to build positive relationships with students and establish an academic environment within the classroom.

## C1 Warning

Where a student's conduct begins to affect the learning of others within a lesson, staff may issue a C1, a formal verbal warning. At this stage the student's conduct passport will be taken from them as a visual trigger to being on the consequence ladder or their name written on the classroom board.

## C2

Following C1 warning: A C2 may be issued where a student fails to take appropriate action to their conduct following a C1 warning.

Isolated C2 incidents: Where students exhibit behaviour that is categorised (not exhaustive) under the four school rules in the consequence ladder, a C2 may be issued.

At this stage the teacher can make use of the optional actions within the Code of Conduct. Where a student receives 5 C2s in any five-day consecutive period from Monday to Friday, a C3 restorative session will be issued.

### C3 Restorative Session

Following C2: A C3 may be issued where a student fails to take appropriate action to their conduct following a C2.

Isolated C3 incidents: Where students exhibit behaviour that is categorised (not exhaustive) under the four school rules in the consequence ladder at C3 level, a C3 may be issued.

At this stage the teacher can make use of the optional actions within the Code of Conduct. When a teacher issues a C3 to a student, they will communicate with the student's parents/carers about the incident. It is important that the school and parents/carers work in partnership to remedy the situation.

At either stage, where a student receives 5 C2s in any five-day consecutive period from Monday to Friday, or when a student receives 1-2 C3s in this same period, a C3 restorative session will be issued. C3 restorative sessions are carried out on Monday after school, and are supervised primarily by Departments and their staff. Students are escorted to restorative sessions by their period 5 teacher or collected by a HOY/SLT member. Restorative sessions take place in the department where the child received their C3 and during that hour the staff who have given the C3 consequences will engage in restorative conversations. C3 restorative sessions are 1 hour, and parents are responsible for any necessary transport arrangements to ensure their child can attend.

#### Use of a mobile phone/device

Mobile phones/devices are not allowed to be used or seen during the school day (8.35am – 3.00pm). Phones must either be not brought in to school or if they are, must be turned off and put in a safe place out of sight (this is the responsibility of the child; Lincoln Castle Academy will not take any responsibility for damage or loss of mobile phones/devices). If a mobile phone/device is seen during the day, the child must hand over the phone which will be sent to reception. Reception staff will communicate with student's parents/carers about the mobile phone/device informing them that they are to collect the mobile phone/device.

### C4 Restorative Session (multiple C3)

Where students exhibit behaviour that is categorised under the four school rules in the consequence ladder at C4 level, a C4 may be issued.

At this stage the teacher can make use of the optional actions within the Code of Conduct. When a teacher issues a C4 to a student, they or the HOY/HOD will communicate with the student's parents/carers about the incident. It is important that the school and parents/carers work in partnership to remedy the situation.

Where a student receives 3 C3s in any five-day consecutive period from Monday to Friday, or one or more C4 consequences, a C4 restorative session will be issued. C4 restorative sessions are carried out on Monday after school, and are supervised primarily by SLT. Students are escorted to restorative sessions by their period 5 teacher or collected by HOY/SLT. Restorative sessions for C4 take place in the Success Suite and during the session the staff who have given C3/ C4 consequences may visit the student to engage in restorative conversations. C4 restorative sessions are 1 ½ hours, and parents are responsible for any necessary transport arrangements to ensure their child can attend.

**NB: Where a student receives both a C3 and a C4 consequence, or where they receive more than 3 C3 consequences in the same five-day period from Monday to Friday, further interventions by HOY and HOD will take place. Where a detention is missed, it will be owed and caught up the day after as per C4 criteria in the Code of Conduct, or the following week.**

## C5 extraction and Intervention

To further support our Code of Conduct, the school operates an Inclusion Base. All members of Lincoln Castle Academy staff have access to a 'call out' system that allows staff to email or phone the base to gain support for behaviour that has escalated rapidly or when a serious breach of academy rules has occurred. If this takes place, a member of the SLT or the Conduct Team will remove the student from the lesson and place them into the Inclusion Base to work independently and removed from the school community. Further intervention will take place including restorative practice, communication with parents/carers, mentorship, isolation for a period of time, work with external agencies etc.

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. For students needing extra support beyond internal interventions, the Head of Year completes a Pastoral Support Plan, and may draw on Energise, the Pupil reintegration team, and the Behaviour Outreach Support Service. At this stage, alternative provision may be explored. Students can be placed on report, by class teacher, tutor, HOD, HOY or SLT. The decision is made when a child demonstrates a rapid increase in behaviour events. Once placed on report, the report will be checked daily to establish where rewards and consequences have been earned. This is normally for about two weeks, to gain an overall picture. If the student improves they will come off report. If they persist in their poor behaviour they may be escalated to SLT report. Parents are integral to this monitoring system, and the member of staff will be in regular contact with parents through electronic and face to face communication.

## C6 Exclusions- Fixed Term

The school uses this extreme sanction for a serious breach of academy rules, persistent breaches of academy rules, criminal behaviour, threatening language or behaviour towards staff, including harassment, or bringing the academy into disrepute, inclusive of social media (including malicious accusations against school staff).

The SLT member for Conduct will make a case to the Headteacher where one or more of the above have occurred. The final decision on fixed period exclusions will be taken by the Headteacher.

Parents are informed immediately of the school's decision, the nature of the incident and their right of appeal. A readmission meeting takes place before the student comes back into circulation with the Head of Year and or SLT.

As part of the readmission meeting, students must complete a restorative form and have a supervised conversation with any members of staff involved as a result of their poor conduct. In more serious cases, or where a pattern of negative conduct has developed over time, a final contract may be introduced.

## Permanent Exclusions

The sanction of a permanent exclusion will only be used as a last resort. In all cases decisions on fixed term and permanent exclusions will be made based upon the balance of probability which means the student was more likely to have committed the offence than not under the civil standard of proof.

Permanent exclusions can be triggered:

1. When all other strategies, sanctions and support have failed to alter a student's persistent poor conduct

2. and/ or where the school feels the student is a danger to others or where it is impossible for the school to control the student's behaviour, given the resources at its disposal
3. and/ or where the student returning to school could be detrimental to the welfare of others within the Academy.

A permanent exclusion may also be triggered as a result of a **one off conduct event whereby a student has committed a serious breach of Academy rules, irrespective of previous conduct.**

## Training

The Governing Body will ensure that appropriate high quality training on all aspects of conduct management is provided to support the implementation of the policy (please see the cover page for details during implementation).

## Recording Conduct Incidents

All Conduct incidents are recorded on our central Students Information and Management System. All Conduct incidents are reported at the earliest possible opportunity. The system is set to alert key staff of incidents that have happened. Reports will be generated daily which shows the incident and the appropriate sanction given. Communication will be made to parents where negative conduct is escalating.

## Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, and where it is difficult for victims to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting kicking, theft or extortion), verbal (e.g. name calling, racist remarks) and indirect (e.g. spreading rumours, exclusion from friendship group).

Within school, we have anti bullying ambassadors as part of our anti-bullying strategy. This includes drop in sessions for students of all years to access. All our anti bullying ambassadors are trained, they support with mentoring sessions and work closely with the Pastoral Team. Staff are also trained to support students, recognise bullying and deliver the anti-bullying strand of the Aspire Curriculum.

In order to prevent bullying we aim to:

1. Act on the information and students by reporting incidents.
2. Identify and be vigilant in "danger areas" (e.g. toilets, corridors) by survey.
3. Be responsible as a whole staff body, students and parents, to report any incidents - initially to the Tutor, or indeed to any adult on the school staff who will then involve the relevant people.
4. Make students aware of the nature and issues related to bullying by discussion as part of their PSME Curriculum delivered in Tutor Time and Assemblies as well as specific focus (inspire) days or events.
5. Ensure that students who are victims of bullying are encouraged to tell an adult about it and that the Anti-Bullying Policy is followed accordingly.

Where bullying does occur students and parents are encouraged to report it. All reports will be followed up and the school undertakes to:

- Record incidents of bullying on Go4Schools and via secure email system to key staff.
- Deal with all reports speedily, fairly and positively.
- Take verbal and written accounts of the evidence including ascertaining the facts from all parties.

- Provide anonymity for the victim whenever possible.
- Offer advice and support to the victim.
- Operate a restorative system of sanctions that ensures students are held to account but educated to prevent further occurrences and make for better choices.
- Ensure that all involved are kept informed.
- Communicate with parents, including making a 'holding call' whilst investigating.

### Bullying is a serious offence, and could result in an exclusion

#### *Procedure:*

1. After the first known incident, both victim and perpetrator will be interviewed by the teacher(s), tutor(s) and/ or head(s) of year. Restorative conversations take place, and parents informed where necessary.
2. On the rare occasion that incidents continue, appropriate sanctions will be put in place (refer to code of conduct) and parents/carers will be contacted and may be brought in to see the tutor and/ or head of year. Meanwhile further discussions to take place with both victim and perpetrator. Additional intervention may be sought for both parties, through student welfare or other suitable person. An appropriate sanction is issued at this stage linked to our code of conduct.
3. If the incidents continue further, the senior leadership team will be involved and more serious sanctions will be applied.

We request that parents exercise patience whilst incidents of bullying are investigated, and understand that school staff will do all they can to ensure these are stopped immediately, with appropriate sanctions and restorative work carried out to ensure perpetrators understand the impact of actions and improve their future conduct.

### Peer on Peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but not limited to:

- bullying (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals;

**All** staff should be clear as to the school's policy and procedures to peer on peer abuse.

### Social Media and Cyber-Bullying

Mobile phone usage by students other than in sixth form is strictly forbidden. Any student wishing to bring their mobile phone to school must have it turned off and in their bag. Cyber bullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as mobile phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. For the purpose of this policy inappropriate

use of social media refers to all pupils when communicating with or about other pupils, staff and any other stakeholders. Sanctions could include a fixed term exclusion or a permanent exclusion in extreme cases where the pupil returning to school could be detrimental to the welfare of others.

Examples of cyber bullying include inappropriate/ derogatory text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. It could also include the following.

- Text message bullying
- Picture/Video clip bullying via mobile phone camera's
- Phone call bullying via mobile phone
- Email bullying
- Chatroom bullying
- Bullying through instant messaging
- Bullying via websites
- Facebook bullying

A school is under the same duty of care to tackle this particular form of bullying of pupils and staff as with any other form. The academy will follow the procedure stated above

[Confiscation of inappropriate items – please see Appendix B – Banned Items](#)

[Power to use reasonable force](#)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances, including when conducting a search.

**This appendix A to Lincoln Castle Academy Conduct policy was adopted on 3<sup>rd</sup> June 2020 in response to delivering Face-to-Face sessions following Covid-19 Schools Closures. Updated on the 28<sup>th</sup> August 2020 and again on the 18<sup>th</sup> September 2020.**

## **Appendix A**

### **1. Introduction**

1.1 This policy appendix is guided by the Department for Education Guidance released throughout May - September 2020 regarding the re-opening of schools and other education establishments for the academic year September 2020 – July 2021.

1.2 This policy appendix is specifically intended to:

- ensure the safety of every member of staff and student during this time
- encourage young people to take responsibility for their behaviour during this time
- tackle incidents/instances of poor behaviour effectively and fairly during this time
- allow staff to feel safe and supported during this time
- foster an environment where all members of the school community respect and adhere to the social distancing guidance during this time

1.3 The information in this policy will be communicated:

- to students – in the letter sent home on 10<sup>th</sup> June 2020, in the first session held on the students' first day of face-to-face sessions and in the relevant section of the Academy's website. During tutor time in the first tutor time of the new school year. Updated on the 16<sup>th</sup> September during tutor time.
- to staff – in the SLT briefing document and in the relevant section of the Academy's website. During various staff briefings. Updated on the 16<sup>th</sup> September through an email and staff briefing
- To parents/carers – in the letter sent home on 10<sup>th</sup> June 2020 and in the relevant section of the Academy's website. During various home communication through letter, email and text message including updates on the school website. Updated on the 16<sup>th</sup> September by email/text, with a follow-up letter by the Headteacher on the 18<sup>th</sup> September 2020.

### **2. What we expect students to do during this time**

2.1 Students must only use the entrance they have been assigned to enter the school building.

2.2 Students must sanitise their hands and wear a mask on entering the school building.

2.3 Students must wear a mask when in the school buildings unless they are in their classroom. This includes along the corridor within their zone whilst walking from one classroom to another.

2.4 Students must walk directly to the classroom they have been assigned using the one-way system. Students are not permitted to move around the building freely or open any closed door.

2.5 Students must sanitise their hands on entering the classroom.

2.6 Students must walk directly to their assigned desk. Students must only sit at their assigned desk. Students must not touch any desk assigned to another student or any equipment on a desk assigned to another student.

2.7 Students must meet our expected behaviour in our school community which is set out in our Code of Conduct

2.8 We will not permit any student who does not meet our Code of Conduct and expectations of this appendix to our Conduct Policy

2.9 Students must not attempt to make physical contact with any person.

2.10 Students must not attempt to deliberately move within 1 metre of another student and 2 meters of a member of staff. (or any future social distancing rules that might be applied)

2.11 Students must not deliberately and unnecessarily perform actions associated with symptoms of Covid-19, for example but not limited to, coughing and/or sneezing.

2.12 Students must follow the government guidance when needing to cough or sneeze by covering their mouth and nose with a tissue or coughing or sneezing into their arm.

2.13 Due to the movement of staff, rather than students, between classrooms, there will be short periods of time where students will be unaccompanied. Students must continue to meet the expectations that have been detailed and explained to them during these times.

### **3. What we expect our staff to do during this time**

3.1 We expect all our staff to address any behaviour that is unacceptable, who breaks our school rules or who does not follow a reasonable instruction.

3.2 Staff will address poor behaviour by speaking to the student and giving them an instruction to stop the witnessed behaviour before informing a member of the Senior Leadership Team of the poor behaviour witnessed.

3.3 Where the behaviour of a student makes us worried that they are suffering, or are likely to suffer, significant harm, we expect our staff to follow our safeguarding policy.

### **4. The actions we may take when a student misbehaves during this time**

4.1 Any student that displays behaviours that demonstrate they are not willing to cooperate with us in maintaining a safe environment will be deemed to have committed a serious breach of the Academy's conduct policy and therefore an additional sanction, detailed in the Academy's Conduct policy may be considered.

4.2 The following are some examples of what we consider to be unacceptable behaviour (additional to the Conduct Policy) specific to the context of the phased return delivery of face-to-face sessions, though the list is not exhaustive:

- refusing to sanitise hands
- refusing to wear a mask within our school buildings
- not moving directly to the allocated classroom
- deliberately making contact, or attempting to make contact, with another person deliberately moving within 1 metre of another student, or attempting to move within 2 metres of a member of staff, (or any future social distancing rules that might be applied)
- deliberately and unnecessarily performing actions associated with symptoms of Covid-19, for example but not limited to, coughing and/or sneezing
- not attempting to cover the nose and mouth with a tissue or arm when coughing and/or sneezing

### **5. Behaviour outside the school during this time**

5.1 Students must not congregate in groups with others beyond their household before or after school.

5.2 Students must leave the school site when directed and once through the gate make their way directly to their home.

5.3 Failure to follow these instructions outside of school during this time will result in the student being directed to complete home-learning until further notice and not return for face-to-face sessions.

## Appendix B - BANNED ITEMS

This appendix has been drawn up in accordance with:

- DfE Guidance Screening, Searching and Confiscation (Feb, 2014)
- DfE Behaviour and Discipline in Schools (Jan, 2016)
- DfE Guidance on Exclusion from Maintained Schools, Academies and Pupil Referral Units. 2017
- Ofsted March 2019 Safeguarding children and young people in education from knife crime (ref 1900005)

This appendix should be read in conjunction with the following published policies:

- Drugs and Substance Abuse Policy
- Conduct Policy
- Safeguarding Policy
- Health and Safety Policy

All stakeholders recognise that there are a broad range of items which, if brought into a school by a pupil, could compromise the health and safety of the individual pupil and other members of the school community, including pupils, staff or visitors.

The governing body of Lincoln Castle Academy has a duty under section 175 of the Education Act 2002 to ensure that its functions are carried out with a view to safeguarding and promoting the welfare of children.

### PROHIBITED ITEMS

The 2014 DfE Screening Searching and Confiscation Advice is the foundation for this policy and it identifies prohibited items as:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco/cigarette papers/vaping items
- fireworks
- pornographic images
- any article that is likely to be used to commit an offence, or to cause personal injury, or to damage the property of any person
- Headteachers and authorised staff can also search for any item which has been identified within the school rules as a banned item that may be searched for.  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### For the purpose of this policy

The definition of '**Knife**' includes any bladed article, such as craft knife, Stanley knife, Swiss army knife, fishing knife, razor, kitchen knife etc. or any bladed item including improvised or self-made items.

The term '**weapon**' refers to any gun, including air rifle, BB gun, toy gun, pellet gun, crossbow, Taser, blow pipe, knuckleduster or any similar item and includes any item made for the purpose of assault or defence including improvised or self-made items.

**Self-made items** are those that have been crafted or adapted for the purpose of self-harm, or to threaten others, and include but is not restricted to shards of glass, mirrors, sharpened sticks, pencil sharpener blades, broken rulers.

**Items used offensively** refers to routine items (e.g. compass, technology equipment, aerosol, sports bat, pencil) used inappropriately to cause harm distress or intimidation.

This is not an exhaustive list and could include other bladed items, equipment or weapons not specified. The policy is not constrained by the criminal definition of an offensive weapon but refers to **any item which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.** For details of the response to, and management of, incidents involving any type of drug/ alcohol/tobacco/E-cigarette, please refer to the Drugs and Substance Abuse Policy.

## **UNAUTHORISED ITEMS**

In addition to the prohibited items identified above and detailed in the DfE Screening Searching and Confiscation Advice, there are a number of other items which could cause harm, distress or injury to pupils or persons or adversely affect good order and discipline of the school community.

Lincoln Castle Academy's Governing Body considers that the following items are inappropriate and should not be brought into school:-

Chains

Catapults

Lighters, matches

Tools (scissors, screwdriver, hammer, nails, craft blades, Stanley knife etc)

Pepper sprays and gas canisters

Any item fashioned to cause injury, (a sharpened stick, shard of glass, Laser pens etc)

Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)

Aerosol (including deodorant and hair spray)

E cigarettes

Stink bombs/smoke bombs/flares

Solvents

Chewing gum

Energy drinks

Super Glue

Needles (syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the schools own drugs/medical policy)

Offensive material - pornographic, racist, homophobic, extremist material (in any medium) Please refer to the academy [Social Media Policy](#).

Rope, cable ties

This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

## **INCIDENTS OUTSIDE OF SCHOOL**

Lincoln Castle Academy's Governing Body consider that the above items are inappropriate and possession of such items in school, on the journey to and from school, on a school trip or any extra curriculum activity, is unacceptable. The response to any pupil found with or believed to have possession of such items will be managed in accordance with this policy.

## **PUBLICATION AND AWARENESS**

This policy will be actively promoted to parents, staff and pupils of Lincoln Castle Academy by the use of:

- PHSE
- School planners
- School website
- Assemblies
- Notice boards
- Individual pupil plans
- Newsletters
- Induction processes for new admissions and with particular regard to midyear admissions

The academy maintains a robust and comprehensive risk management of all legitimate items held for the purpose of pupils' education e.g. craft knives/scissors/kitchen equipment/science equipment/chemicals/tools etc as required. This includes classroom arrangements for maintaining a safe learning environment and for monitoring and checking items.

All dangerous chemicals and equipment held in school will be stored in accordance with the COSHH guidelines including those for educational purpose and for the routine maintenance and cleaning of the school premises.

## **RESPONDING TO AN INCIDENT INVOLVING PROHIBITED OR UNAUTHORISED ITEMS**

Lincoln Castle Academy understand that students can make poor choices and that these choices may from time to time breach the above standards of expected behaviour, or a pupil may foolishly or unwittingly bring into school an inappropriate or prohibited item.

When considering the consequences of such an event, the Headteacher or designated member of staff will thoroughly investigate the circumstances and, if necessary, exclude the pupil for a fixed term period whilst this process is underway.

When considering the appropriate response to any incident involving a banned item, the head teacher will have regard to the reason for the pupil's actions, the pupil's own vulnerability, any mitigating factors or history of trauma. The Headteacher will also consider any intent to use the item, and any history of intimidating or threatening behaviour from the pupil.

**The following will be considered:**

- Motivation and intention
- The specific item
- Pupil's awareness of the health and safety implications of the item in possession
- The pupil's own statement and rationale for possession of the item
- Any threats or intimidation made in relation to the item
- Any mitigating circumstance e.g. victim of bullying,
- Perceived or actual threats/intimidation from others towards the pupil (inside or outside of school)
- Frequency/repeated breaches
- Manipulation/duress of the pupil by others
- Mental health of the pupil/history of self-harm
- History of trauma
- Vulnerability of the pupil
- SEND the pupil may experience

**The Headteacher will thoroughly assess the response to any such breaches in light of the above and give balanced consideration to safeguarding all staff and pupils, including the pupil involved, the impact of the incident on pupils, members of staff and the wider school community, and the impact on the pupil of any decision to permanently exclude them from the School/Academy.**

## **SCREENING**

All screening, searching or confiscation will be carried out by the designated staff representative of Lincoln Castle Academy and **in accordance with the DfE Screening Searching and Confiscations advice 2014.**

The item will be confiscated and locked securely in the school office.

A photograph/photocopy of the confiscated item will be taken, including a scale to illustrate the size.

Pupil will be removed from main school activities and given the opportunity to make a statement concerning their reasons for having this item in school.

Parents will be contacted by telephone and a meeting with them will be arranged to discuss the incident and inform the Headteacher's deliberations.

If necessary, a fixed term exclusion will be considered to give opportunity for the incident to be investigated by the Headteacher or a senior member of the school team, including taking witness statements from other pupils and staff members.

The Headteacher will consider whether appropriate to inform the Police. However, **for all incidents which involve the possession of a weapon or an item used offensively, the police will be informed.**

**In the event that the item has been used to intimidate, threaten or harm others, the police will be informed.**

## **SAFEGUARDING RESPONSE TO INCIDENT INVOLVING BANNED ITEMS**

The Headteacher will always give full consideration to the item and the circumstances of each incident and consider their safeguarding responsibilities arising from the discovery of a banned item. In all

cases, they will discuss with the family what school based support can be made available for the pupil and what other support is available, including but not limited to offering an Early Help Assessment.

- Drugs Incident - The Headteacher will refer to the academy's drugs and substance abuse policy.

- Self-harm Incident - The Designated Safeguarding Lead, in liaison with pupil and family, will arrange school-based support and any referral to external agencies.

- Pornographic or Obscene Material or indecent images of children (in any medium) constitutes a safeguarding concern, and **must** be reported to the academy safeguarding lead in accordance with the school/academy's own safeguarding arrangements.

- Extremist Material - Any racist or extremist/material will result in a safeguarding referral to the LA, in accordance with their Prevent duties. The school will also establish internal interventions and support to address these concerns with the pupil and the wider school community.

- If the item confiscated was for the purpose of bravado or perceived self-protection, school will liaise with the family and young person and will give full consideration as to the feasibility of establishing internal school interventions and a management plan to provide support to the pupil. Referrals to appropriate support agencies will be considered.

- In all incidents where a banned Item has been used to threaten or intimidate or distress another person - or there is on the balance of probabilities the belief that the pupil had intent to threaten distress or intimidate others - then the Designated Safeguarding Lead will make a safeguarding referral and report the matter to the police. Staff will also meet with the pupil and family to consider what support or interventions can be implemented to reduce the risk of these behaviours being repeated. However, where the school continues to hold concerns about maintaining the pupil in their setting, the Head of Conduct will liaise with the PRT and discuss other options.

- Lincoln Castle Academy will always consider a multiagency approach to addressing wider needs, including completing an Early Help Assessment.

## CONSEQUENCES

Lincoln Castle Academy does not tolerate or condone any behaviour which places the individual pupil, or any other person at risk; a serious breach of the school's behaviour policy will result in a consequence. However, any decision to fixed term or permanently exclude the pupil will be made in line with exclusion legislation. That is, the decision will be rational reasonable, fair and proportionate. DfE Guidance on Exclusion from Maintained Schools, Academies and Pupil Referral Units 2017 states that: '**Permanent exclusion should only be used as a last resort**'. Before any decision to permanently exclude a pupil, the Head of Conduct will:

- Thoroughly investigate the incident and take witness statements from staff and pupils
- Refer to the academy conduct policy and others policies as necessary
- Enable the student to make their own statement regarding the incident
- Consult with the PRT
- Consider a referral for a restorative conversation or conference

- Complete a risk assessment to inform how the school can support the continuation of the pupil in the school
- Thoroughly consider the support and interventions school can establish in order to sustain the pupil in their current school
- Explore a managed move or suspended permanent exclusion

The academy promotes a restorative approach to behaviour in school and will, wherever possible, provide opportunities for the pupil to repair harm and rebuild relationships, making referral to restorative practitioners such as are available within The Behavioural Outreach Support Service to support this where appropriate.

For pupils with an Educational Health Care Plan or for Looked After Children the relevant staff will also contact the relevant team at Lincolnshire Children's Services.

Following a thorough investigation, the Headteacher will consider the appropriate response considering various options to minimise further breaches and to support the pupil's continuation in the academy unless a decision is made to permanently exclude the pupil (in line with the DfE 'Exclusion from maintained schools, academies and pupil referral units 2017')

### **Discrimination and Protected Characteristics**

When considering the response to an incident, the Headteacher must consider whether:

- The pupil has needs which impact on their understanding or behaviour e.g. ADHD, ASD
- The pupil has or may have anxiety or mental health needs which are impacting on their behaviour

If the pupil has or may have a protected characteristic, the Headteacher must refer to the academy conduct policy and other policies as necessary.