



# BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

## BEHAVIOUR & DISCIPLINE POLICY

### ACONTEXT: GUIDING PRINCIPLES

The Bishop Heber High School's Behaviour & Discipline Policy is rooted in our vision of a School in which **respect**, **opportunity** and **achievement** can flourish.

Bishop Heber High School endeavours to provide a safe and caring environment in which we ensure that all students have opportunities that are challenging and rewarding both within the classroom and beyond. Our School motto 'prêt d'accomplir' reflects our determination to meet the needs of all students through individual support and extra-curricular learning opportunities.

We challenge students to be the best they can be and will never compromise on our high standards. We believe that good behaviour is essential to support high quality learning and teaching. Parents, carers and our wider community have an expectation that we will uphold good behaviour and **strong** discipline. Our learning is based upon trust and respect which define relationships within the School.

The Governing Body believes that in order to enable high quality learning and teaching to take place, high expectations of behaviour in all aspects of school life are necessary. It seeks to create an inclusive and caring learning environment in the School by:

- Promoting good behaviour, self-discipline and respect through marginalising poor behaviour and by promoting and rewarding good behaviour
- Sending out clear anti-bullying messages
- Promote a positive atmosphere where discipline and good order lead to excellence
- Involving students, parents, carers, staff and governors in the creation and implementation of a consistent approach to behaviour

This policy acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities.

The Home School Agreement (Appendix A) and Sixth Form Contract (Appendix B) summarise and outline many of the day to day expectations that are implicit within this policy.

### DISCIPLINE

#### 1. Clear expectations

The key to high standards of behaviour and discipline is to have clear expectations. As students join the School, or remain part of it, they understand what is required from individuals in order that the whole School may flourish. These expectations cover behaviour and discipline in the classroom and at social times; they specify:

- High standards of appearance and uniform
- Requirements for good attendance at School, including punctuality
- Minimum standards of discipline
- Personal and school equipment
- Effective communication between individuals at all times
- Respectful behaviour towards each other, staff and visitors
- Adherence to school policies and procedures



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The overall expectations for everyone belonging to the School are clear and coherent. Where there is need for specific detail it is available to students, staff or parents/carers as appendices to this policy, listed on the last page.

### 2. School Culture: A code of behaviour for students (Appendix C)

Through representation on the Sixth Form Committee, Year and School Councils, students are invited to contribute to determining our behaviour policy and the culture that is expected within the School.

There are seven core expectations which our School believes are central to our culture of high standards to ensure that all are 'Happy at Heber'. These are our The Heber Way (ground rules):

**R Ready:** Arrive for school and lessons prepared to learn - on time, in the correct uniform and with the right equipment

**E Environment:** Keep the school environment safe, clean and pleasant

**S Sensible:** Be sensible and think before we act

**P Polite:** Keep unkind words to ourselves and behave considerately

**E Equality:** Accept and celebrate differences

**C Cooperation:** Follow instructions first time

**T Treat others with respect:** As we would want them to treat each of us.

To assist in meeting these expectations, we expect the Prepared to Learn principles (Appendix C) set out by staff to be enforced fairly and consistently. Students understand that they must follow the expectations set out at all times and accept the consequences if these expectations are not met.

### 3. Rewards

Year Leaders have an annual budget for rewards. Rewards will be issued on a regular basis in accordance with the priorities set by the Year Team. These might include lunch passes, vouchers or access to additional activities.

In addition, there will be termly whole school reward opportunities. For example, Form Tutors will nominate one of their tutees for the Headteacher's Award and brunch, and there will be termly praise postcards and prize draws.

Each event will be recorded on Arbor.

- Reward 1      **R1**      No de-merits
- Reward 2      **R2**      Verbal praise
- Reward 3      **R3**      Teacher/Tutor communication home
- Reward 4      **R4**      Subject/Year Leader Recognition
- Reward 5      **R5**      SLT Recognition



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### 4. Managing behaviour in the classroom

In general Bishop Heber High School has excellent behaviour and relationships. However, in the rare instances that behaviour falls below our expectations, the School uses a graduated approach to dealing with poor behaviour (Appendix D). This is based upon the concepts of fairness, choice, responsibility and consequences. Teachers and teaching assistants will follow the usual consequence system below. Each event will be recorded on Arbor.

- Consequence 1 **C1** Formal verbal warning
- Consequence 2 **C2** Moved within the classroom
- Consequence 3 **C3** Moved outside the room
- Consequence 4 **C4** Sent to another room, usually the Subject Leader's classroom
- Consequence 5 **C5** Alert to a senior member of staff on call

### 5. Managing behaviour beyond the classroom

Bishop Heber High School has an exceptional range of extra-curricular off site trip and visit activities available throughout a student's time at the School. The students participating in these activities understand that their behaviour during these activities reflects the behaviour and standing of the School in the community. In general the normal school behaviour expectations stand. There are some specific areas where further guidance is needed (Appendix E). For residential visits there will be a Parents' Information Evening to provide appropriate guidance.

### 6. Liberty time

At Bishop Heber High School there are limited outdoor hard surface areas and the close proximity to windows means that ball games – with the exception of the East Courtyard – are not allowed except on the sports field. The sports field is open for students use at lunchtimes only when the Headteacher decides conditions are suitable, which is usually between late March and October half-term. Students found playing ball games in other courtyards will have the ball confiscated and persistent offenders will be reported to the Year Leader for further action.

Eating is only permitted in the Dining Room or Main School Hall. Students may use water bottles during the day which can be filled from the drinking stations throughout the school. Chewing gum is not allowed in School. Students found eating outside the designated areas or chewing gum will be reported to the Year Leader for further action which may include community service.

The School uses a graduated approach to dealing with poor behaviour out of lessons or at liberty time. This is based upon the concepts of fairness, choice, responsibility and consequences. Each event will be recorded on Arbor.

- Consequence 1 **C1** Formal verbal warning
- Consequence 2 **C2** Moved away from the area
- Consequence 3 **C3** Refer to Tutor
- Consequence 4 **C4** Refer to Year Leader
- Consequence 5 **C5** Refer to SLT Link

### 7. Leaving school premises during lunchtime

Students in Years 7-11 are not allowed to leave the premises at any point in the school day. In exceptional circumstances parents/carers can request that their child can go home for lunch. In these cases a pass has



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to be issued by a Year Leader and a copy sent to the Student Services. The pass then constitutes the written record of the event. Students who are suspected to have left without permission will be referred to their Year Leader and SLT year link who will arrange appropriate detention and may inform parents/carers. When a student is noticed as missing, the 'Missing Student' Procedure (Appendix F) should be followed.

Sixth Form students are allowed to leave site at lunchtime and may also be approved for 'Period 5 sign out' for days on which they do not have a timetabled lesson during Period 5. Period 5 sign out permissions are reviewed on a regular (weekly/fortnightly) basis and subject to maintaining the highest standards of attendance, progress and conduct. The Director of Sixth Form reserves the right to revoke sign out permissions (lunchtime or Period 5) if a student fails to meet expectations or where student attendance is required for adhoc meetings / other sessions. Sixth Form students are not allowed to leave site at any other times of the school day. Students leaving the site for any agreed reason must sign out when leaving and then sign in on their return.

### 8. Beyond the school gate

The School will use the full range of sanctions available to it to respond to inappropriate behaviour which occurs off the School premises and which is witnessed by a staff member or reported to the School. In addition:

- A. Students using school transport will follow the school transport code of conduct; where behaviour falls below the School's expectation the student may be removed temporarily or permanently from the school transport service.
- B. When a student is wearing school uniform or is in some other way identifiable as a student at the School for example, but not limited to, being with other students on the way to or from school; where behaviour falls below the School's expectation the student may be sanctioned using the full range of consequences, including exclusions\*.

*\*The term exclusion includes both suspensions (exclusions for a fixed period) and permanent exclusions*

- C. On any school-organised or school-related activity the normal behaviour expectations and sanctions apply. Where behaviour falls below the School's expectation the student may be returned home (at parental/carers cost).
- D. The School may sanction any student for misbehaviour at any time, whether or not the conditions A to C above apply, if the behaviour:
  - Could have repercussions for the orderly running of the School or
  - Poses a threat to another student, member of staff or member of the public or
  - Could adversely affect the reputation of the School or otherwise bring the School into disrepute

### 9. Specifics

There are School policies which deal with specific issues. These are attached as an appendix to this policy. They include:

- Anti-bullying (Appendix G)
- Appearance and uniform (Appendix H)
- Smoking, alcohol, substance abuse, Drugs Policy (Appendix I)



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### 10. Physical or verbal abuse

Relationships are very strong at Bishop Heber and we work hard so that individuals within the school community have the right to be treated with respect. Both physical and verbal abuse are unacceptable. Minor cases will be dealt with by appropriate staff within the guidelines of this policy (Appendix D). Where the assault/abuse is unprovoked, serious or repeated cases will be referred to the Headteacher and will result in exclusion from the School. The parents/carers of an assaulted or abused student will be notified by the School as soon as possible.

The carrying and use of knives, bladed objects or offensive weapons in school is prohibited and will, save in exceptional circumstances, result in the permanent exclusion of the student, even for a first offence.

An offensive weapon is defined as an item designed to cause injury to a person, an item that has been changed or adapted to cause injury to a person, or any item that is carried with the intention of causing injury to a person. Any student using or threatening to use such an object to cause harm or injury to another, or to property, is covered by this section.

Any incident will be referred to a member of the Senior Leadership Team and may involve the police and parents/carers. Any student found in possession of an object covered under this section will have the object confiscated and will be put in isolation and kept under close supervision.

### 11. Abuse of property

Students at Bishop Heber High School understand that we have limited resources and appreciate that property should be respected; everyone must treat property of the School or individuals with respect. Students discovered to have damaged School property (including books, materials and displays), either deliberately or through reckless behaviour will be disciplined by the Subject or Year Leader and this could result in a suspension. In addition to any other measures taken, parents/carers will be informed and students will be asked to make a financial contribution towards the cost of damage or repairs. Accidental damage should be reported immediately to a member of staff, who will inform the Main School Office to alert the site team, but no further action will be taken. Failure to do so will lead to sanctions within the guidelines of this policy (Appendix D). Serious or repeated cases will be referred to the Headteacher and may result in exclusion from the School.

The selling of any item(s) for personal gain is prohibited, except where a Year Leader has approved the activity, for example fund raising or enterprise activities.

### 12. Behaviour designed to upset others or destabilise others in a group

It is every person's right to be happy at Bishop Heber High School and students are the best ambassadors within the School to promote this.

The School is committed to:

- eliminating discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advancing equality of opportunity between people who share a relevant protected characteristic (sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment) and people who do not; and
- fostering good relations between people who share a relevant protected characteristic and people who do not share it.



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Where a student acts in a way that is prejudiced or is discriminatory towards another student with a protected characteristic, this will be referred to the Headteacher and will in most circumstances result in exclusion from the School.

Occasionally relationships breakdown destabilising groups, often this is not as obvious as abuse of a person or property, but it is potentially damaging. The PSHCE programme will support students understanding of these issues. On the rare occasions that relationships breakdown, it will be dealt with firmly through this behaviour guidance (Appendix D). Serious or repeated cases will be referred to the Headteacher and will result in exclusion from the School.

### 13. Extremist behaviour

Where a student's behaviour raises wider extremist concerns (including aspects of the Government's Prevent Strategy) the School will consider the issue from both a discipline and safeguarding perspective through a Channel programme referral.

### 14. Electronic devices & social media

The use of mobile phones is allowed outside the school buildings. Inside, including corridors and communal areas, they must be switched off and out of sight (off and away). The use of Bluetooth devices, such as ear pods are not allowed on site. The school operates a graduated response to situations where a student's phone or associated devices is used/goes off in a lesson or inside the school building:

- First incident of phone misuse: The student is issued with a warning and asked to turn their phone off and put it away in their bag.
- Second incident of phone misuse: The phone should be confiscated by the member of staff and handed in at the MSO for the student to collect at the end of the same day.
- Third incident of phone misuse: The phone should be confiscated by the member of staff and handed in at the MSO for student to collect at the end of the week.
- Fourth incident of phone misuse: The phone should be confiscated by the member of staff and handed in at the MSO for parents to collect at the end of the week.

A student who misuses a device to take photographs or video (including upskirting), communicate or post inappropriate, defamatory or derogatory material about another person linked with the School at any time (including out of school hours) will be sanctioned by the School using the appropriate guidance (eSafety and Data Security Policy). Serious or repeated cases will be referred to the Headteacher and will result in exclusion from the School.

### 15. Searching, screening and confiscation

The Headteacher has delegated the right to search for (including use of a wand), screen and confiscate certain prohibited items as named in the latest guidance. The School will follow the latest searching, screening and confiscation government guidance when undertaking any investigation.

### 16. Reasonable force

In very rare instances it may be necessary to use reasonable force to either restrain or control students. All members of staff have the power to use reasonable force. If force is ever used it will be 'reasonable for the circumstances' and may be used to prevent a student putting themselves at risk or causing harm to others, damaging property or causing disorder. The School will follow the latest government guidance on the use of reasonable force.



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### 17. Sixth Form (Appendix B)

All aspects of the Behaviour and Discipline Policy apply to Sixth Form students, but highlighted within the appendix section are some privileges, expectations and responsibilities specific to the Sixth Form. The Sixth Form students are expected to act as positive role models to the rest of the student body, displaying courtesy to staff and other students as well as striving for high standards of study and appearance at all times.

In accepting a place in the Sixth Form at Bishop Heber all students, and their parents/carers, are agreeing to act in accordance with the responsibilities outlined in the Sixth Form Contract agreed with all students when they start the Sixth Form. If individual student behaviour is persistently deemed unacceptable, parents/carers will be invited into the School and if a change in behaviour is not achieved, the student will be permanently excluded.

### 18. Pastoral care for staff accused of misconduct

Any allegation made against a member of staff will be dealt with reasonably and in accordance with the latest government statutory guidance.

### 19. Exclusion

Fixed term internal exclusions may be issued by a Year Leader once agreed and approved by the Senior Leadership Team. The student will attend school as normal during which time, the student will be kept in isolation for the school day/s using the time to complete work set and reflect upon their actions leading to the internal exclusion.

The Headteacher will use exclusion (suspension or permanent exclusion) from the School for serious and/or repeat offences (for example, Persistent Open Defiance). Exclusion will be considered for serious incidents that are in breach of the school Code of Behaviour for students and which constitute infringements of the Behaviour and Discipline Policy, such as but not limited to:

- Refusal to comply with school sanctions
- Unsafe behaviour
- Persistent disruption of lessons and / or learning of others
- Defiance or verbal abuse of staff
- Repeated or serious acts of harmful and abusive behaviour and bullying
- Child-on-child abuse including online harmful behaviour (for example, the taking and sharing of inappropriate, defamatory or derogatory material about or images of another student)
- Discrimination (i.e. race; religion; gender; gender identity or reassignment; sexual orientation; disability)
- Violence or threat of serious violence towards other students or staff
- Deliberately setting off the fire alarm
- Damage to school property
- Theft
- Alcohol and/or drug related offences (see Appendix I)
- Bringing prohibited items or weapons onto school premises

When the student returns to School after a suspension, there will be a readmission meeting. This will include members of staff, parents/carers and the student. The primary focus of the meeting will be to look at strategies to prevent a reoccurrence of the incident. For a student at risk of permanent exclusion, this might include a Pupil Support Plan (PSP) and/or work with other agencies including the Local Authority.



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In certain circumstances a permanent exclusion from school may be deemed necessary when extreme/serious repeated poor behaviour, and associated behaviour support and corrective strategies are not evidencing any necessary improvement in behaviours or actions, or for single and particularly serious incidents which jeopardise the safety and wellbeing of another person or persons. The School will refer to the latest government guidance around permanent exclusion.

The Headteacher will use these sanctions applying the principles of administrative law, i.e. that it is: lawful; rational; reasonable; fair; and proportionate. The School will follow the latest government exclusion guidance and will consider a student's individual needs when undertaking any decision to suspend or permanently exclude them.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. However, in some cases, where further evidence has come to light, a subsequent suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

For students at risk of permanent exclusion, when other appropriate interventions, including, where relevant, multi-agency support, or any statutory assessments have taken place, a managed move to another school may be offered as part of a planned intervention. This would be discussed with both the student and the parents/carers before another school was approached and agreement from the admission authority of the new school secured. We would work with the receiving school to ensure the move has the best possible chance of succeeding. The School will comply with the latest government guidance around managed moves.

Where interventions or targeted support have not been successful in improving a student's behaviour, off-site direction may be used to arrange time limited placements at an alternative provision or another mainstream school. During the placement, the student will receive targeted support for their individual needs and circumstances – whether behavioural or special educational. When a student accesses alternative provision, the governing body will keep the length of time and the reintegration plan under review and they will hold review meetings at such intervals as they, having regard to the needs of the student, consider appropriate, for as long as the requirement remains in effect. The School will comply with the latest government guidance including the Education (Educational Provision for Improving Behaviour) Regulations 2010 and will show regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies. Further details about school procedures regarding Alternative Provision can be found in the [Bishop Heber High School Learning and Teaching Policy](#).

### CONCLUSION

Our aim is to encourage high standards of behaviour from our students through clear expectation and firm but fair discipline. Through this we are able to create a happy, safe and effective learning environment. In turn we feel that our values at Bishop Heber High School will be an important part of preparing our students for adult life beyond School.

We want this to happen in a way that is open and non-threatening to our students; in an environment which encourages questioning and individual creativity. All members of Bishop Heber High School, as well as parents/carers and visitors, must accept the essence of this policy and the ethos that underpins it. Persistent defiance against this ethos or rejection of the policies makes it impossible for an individual to remain a member of our School community.





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### APPENDICES

- A. Home School Agreement
- B. Sixth Form Contract
- C. Prepared to Learn
- D. Structure, Support and Referral
- E. Trips And Visits Behaviour Expectations
- F. Missing Student Procedure
- G. Bullying Policy
- H. Uniform and Appearance
- I. Smoking, Alcohol, Substance Abuse & Drugs Policy
- J. COVID-19 Behaviour Code

Signed: Mrs S Anderson (Chair of Governors)

Mr D Curry (Headteacher)

Administration Use:	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	SPA
Approval Level – Sub Committee or FGB	FGB
Review:	Every Three Years
Document Formulated:	December 2016
Date Reviewed Document Approved by SPA Committee:	12 <sup>th</sup> October 2023
Date Reviewed Document Approved by FGB Committee:	12 <sup>th</sup> October 2023
Next Review Date:	September 2026
	<b>March 2024</b> – Suspensions Flowchart updated

### LEGISLATIVE POWERS AT THE TIME OF APPROVAL:

[Education Act 1996](#)

[School Standards and Framework Act 1998](#)

[Education Act 2002](#)

[Education and Inspections Act 2006](#)

[School Information \(England\) Regulations 2008](#)

[Equality Act 2010](#)

[Schools \(Specification and Disposal of Articles\) Regulations 2012](#)

[Education \(Educational Provision for Improving Behaviour\) Regulations 2010](#)



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### RELEVANT GOVERNMENT GUIDANCE AT THE TIME OF APPROVAL:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(September 2023\)](#)

[Behaviour in Schools - A guide for headteachers and School Staff \(September 2022\)](#)

[Alternative provision – Statutory guidance for local authorities \(January 2013\)](#)

[Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies \(July 2022\)](#)

[Cost of School Uniforms \(November 2021\)](#)

[Use of reasonable force \(July 2013\)](#)

[DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies \(September 2012\)](#)



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### APPENDIX A - HOME SCHOOL AGREEMENT



## HOME TO SCHOOL PARTNERSHIP

**OUR VISION...** is a School in which RESPECT, OPPORTUNITY and ACHIEVEMENT can flourish. We recognise the differences, values and beliefs of each individual yet acknowledge the responsibility we all have to treat everyone with RESPECT and courtesy, so we all feel happy and safe in our School.

Bishop Heber forms the heart of the wider community, providing all its members with a central resource to enhance the quality of OPPORTUNITY: a world-renowned international innovative place to learn and grow into active global citizens.

Bishop Heber enjoys a positive, well-ordered and stimulating environment. We promote and celebrate ACHIEVEMENT in academic study, sport, performance, creative art and community work.

Bishop Heber provides high-quality and exciting teaching with support and challenge appropriate to the needs of every individual to encourage learning as a lifelong activity.

**Student (Name)** : \_\_\_\_\_ **Form (Tutor Group):** \_\_\_\_\_



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### STUDENT GROUND RULES

We expect students to show RESPECT for themselves and others by:

**R** Ready: Arrive for school and lessons prepared to learn - on time, in the correct uniform and with the right equipment

**E** Environment: Keep the school environment safe, clean and pleasant

**S** Sensible: Be sensible and think before we act

**P** Polite: Keep unkind words to ourselves and behave considerately

**E** Equality: Accept and celebrate differences

**C** Cooperation: Follow instructions first time

**T** Treat others with respect: As we would want them to treat each of us.

### Bishop Heber High School will endeavour to support:

#### Enrichment, Trips & Visits (and the community)

- We will provide opportunities for students to visit foreign countries on exchanges, sporting or cultural visits or undertake work experience.
- The Governors will endeavour to equip the site at Bishop Heber High School to the highest modern standards for learning.

### FURTHER INFORMATION

Further information is available from our School website ([www.bishopheber.cheshire.sch.uk](http://www.bishopheber.cheshire.sch.uk)), the School Prospectus and the Newsletter 'Heber Highlights', which is produced half-termly. In addition we provide students' families with:

- Parents' A – Z guide.
- A STEPs Day in September – meeting with Form Tutor and / or Year Leader / SLT.
- Termly Reports.
- A Parents' Evening in the academic year – parents meet with their son/daughter's teachers.
- Biennial Careers Convention.
- Parent Information Evenings e.g. GCSE Preparation, GCSE Option and A-level etc.
- Awards Evenings and celebration events.

### USE OF SCHOOL TRANSPORT

Students are expected to behave in a safe and respectful manner on the school buses. If students misbehave when using School transport, dependent on the degree, the following sanctions may apply:

- An assigned seat may be issued for future journeys on the school bus.
- The student agrees a behaviour contract.
- Not using the School bus for a day.
- Not using the School bus for a week.
- Not using the School bus for a month.
- A permanent ban may be imposed if the incident(s) are deemed to be persistent or sufficiently serious.



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### As a SCHOOL we will:

#### RESPECT

- Promote good behaviour and a sense of responsibility and belonging.
- Be committed to trauma informed practice and to providing a safe, secure and friendly environment for all members of the School community.
- Record and challenge poor attendance and punctuality.
- Ensure that students know what equipment they will need for each lesson.
- Set out clear guidance on uniform.
- Promote respect for sexual, cultural, racial and community diversity.
- Promote student well-being and communicate via our website and other means to establish good mental health habits and routines.

#### OPPORTUNITY

- Provide opportunities for all parents/carers to become involved in the education of their son and/or daughter through regular contact on a formal and informal basis.
- Provide opportunities for students to build self-confidence and understanding of the wider world by visiting foreign countries on exchanges, sporting or cultural visits or undertake work experience.
- Provide opportunities to take part in performances and exhibitions and take on responsible roles within the School as Form, Year and School Council representatives.

#### ACHIEVEMENT

- Provide a broad, balanced and challenging curriculum for all, including moral and spiritual development.
- Regularly inform parents/carers of their son's and/or daughter's progress via the reporting system, STEPs, Parents' Evenings, and Information Evenings. School will provide early indications of issues to do with work or social/emotional behaviour if these arise.
- Use emails to communicate with parents and post information on the Website to inform families. For example, links to useful websites.
- Set, mark and monitor homework regularly.
- Celebrate the success of students in sporting and cultural endeavours.

**SIGNED (School):** .....

**DATE:** .....

### As a PARENT/CARER I will:

#### RESPECT

- Support the School's policies and guidelines e.g. Behaviour and Discipline policy, respect and support the School's Health and Safety rules.
- Ensure that my child is properly equipped (Core 4) and appropriately dressed in the correct uniform.
- Encourage my child to behave appropriately when using School transport and acknowledge that sanctions will be imposed should my child misbehave.
- Work and communicate with staff in a climate of mutual respect where parents/carers treat all the staff with the same respect they would expect from our staff.
- Ensure my child has excellent attendance.
- Promote my child's responsible use of social media.
- Provide opportunities for my child to complete homework



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- Attend STEPs Days, Parents’ Evenings, and Information Evenings to support my child’s learning.
- Monitor emails and channels of communication from school and respond to those communications.
- Promote the school’s and my child’s respect for sexual, cultural, racial and community diversity.
- Promote my child’s well-being and work alongside the school to encourage good mental health habits and routines.

### OPPORTUNITY

- Be actively involved in my son or daughter’s life at School in all ways e.g. through STEPs Days, Parents’ Evenings, special functions and informal conversations/communications/Arbor.
- Ensure that my son or daughter attends School regularly and on time. Inform School promptly if he/she cannot attend for whatever reason.

### ACHIEVEMENT

- Encourage my son/daughter to do their best at all times and aim for high standards to achieve their full potential academically, culturally and wider sense.
- Ensure that homework is completed to the best of my child’s ability and presented on time.
- Celebrate my child’s achievement, including by attending awards evenings and celebration, exhibitions and sporting events.

I give permission for my son/daughter’s photograph to be used by the School for internal marketing and/or publicity use (in line with the School’s Data Protection Policy).

Yes  No

**SIGNED: (Parent/Carer):** ..... **DATE:** .....

### As a STUDENT I will:

#### RESPECT

- Show respect and tolerance for others in my use of language and actions, keeping unkind words to myself and not behaving aggressively (including the appropriate use of social media).
- Respect other peoples’ property.
- Ensure that any information from School to home (and vice versa) is given to the appropriate person at the earliest opportunity.
- Behave in a responsible and sensible way at all times and ensure that the School environment is safe, clean and pleasant.
- Follow the correct procedures when signing in and out of School.
- Ensure social media is used responsibly in and out of school, and my mobile phone is turned off during lesson time in school and only used outside the building.
- Respect sexual, cultural, racial and community diversity.
- Look after my well-being and work alongside the school to encourage good mental health habits and routines.



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### OPPORTUNITY

- Take full advantage and embrace every opportunity offered. This could be academic, sporting, artistic or cultural.
- Attend School and lessons on time, be prepared to learn, in the correct uniform and with the right equipment. (Core 4).
- Ensure I have excellent attendance to maximise my opportunities.

### ACHIEVEMENT

- Work hard at all times and to the best of my ability and follow instructions first time.
- Seek help and advice about work and/or social problems.
- Respond to advice and feedback from staff to improve and strive to be better both academically and in the wide opportunities offered by the school.

### STUDENT TRANSPORT AND OFF-SITE BEHAVIOUR

When travelling to and from School you are representing the School and normal School expectations apply.

- When using School or public transport both to and from School or for activities, I will understand that I am representing Bishop Heber High School while travelling on the School bus and agree to:
  - Not board the school bus unless directed to by the member of staff on duty.
  - Wear a seatbelt for the duration of the journey.
  - Do as the bus driver tells me and be courteous to the driver at all times.
  - Talk quietly and behave sensibly at all times – consider others.
  - Be polite to all other bus passengers at all times.
  - Be tidy and leave no litter.
  - Remain in my seat until it is time to get off the bus.

**SIGNED: (Student):** .....

**DATE:** .....



# BISHOP HEBER HIGH SCHOOL

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### APPENDIX B: SIXTH FORM CONTRACT

#### SIXTH FORM CONTRACT 2023 - 2024

##### **Purpose**

This contract is an agreement between you, the student, your parent(s)/carers and Bishop Heber High School.

The purpose of the Sixth Form Contract is to provide a clear and unambiguous outline of our expectations of sixth form students, as well as explaining what students and their parents/carers can expect from the school. Admission to Bishop Heber Sixth Form is based on the agreement by students and their parents/carers that all students must do their utmost to meet or exceed these expectations, always.

We expect students at Bishop Heber High School Sixth Form to continually demonstrate the highest possible standards of commitment and conduct and to act as young adults and role models within the school community.

Choosing to attend a school based Sixth Form means that although you are afforded more freedom than in your younger school years, you are choosing to join a highly supportive, yet structured and disciplined learning environment. Anyone who is unable to commit to this and looking for greater freedom should look to apply to a Sixth Form College instead.

Throughout the year, your engagement, attendance, conduct and progress will all be closely monitored and regularly reviewed. Your Tutor will be your pastoral guide and first contact in terms of offering support. If there are circumstances which make it difficult for you to fulfil your part of this contract, please discuss them with your Tutor, Subject Teachers, Deputy Director, or Director of Sixth Form.

##### **As a School we undertake to provide:**

1. A safe and secure learning and working environment that encourages and supports you to achieve your best.
2. High-quality teaching delivered by specialist staff wherever possible, as well as thorough examination and non-examined assessment preparation and support.
3. Tailored careers advice and guidance via the school's specialist careers staff and through our comprehensive post-18 pathways programme, including formalised opportunities to access work experience placements.
4. A Personal Development programme designed to be reactive to societal issues and debates, and to promote positive values, healthy living choices, and to raise awareness of the consequences of risk-taking behaviours.
5. Advice, support, and guidance for completing post-18 applications for Higher Education (including Oxbridge/Medicine etc.), Apprenticeships and / or employment, as well as providing references for applications as required.





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6. Pastoral and wellbeing support initially via your form tutor and our experienced Sixth Form Team.
7. Opportunities to participate in a wide variety of extra-curricular and super curricular activities.
8. Engagement opportunities for parent(s)/carer(s) to be kept informed of their child's progress and their wider study programme, including emailed communications home, two face-to-face information evenings (in Y12) and an annual parents consultation evening.

### As a student you will be expected to:

1. Strive for 100% attendance to school. Attend all timetabled sessions, including subject lessons, Personal Development tutorials, Silent Study lessons, and any ad-hoc intervention sessions as required (e.g. compulsory revision classes etc.)
2. Always be on time to registration, lessons, tutorials, scheduled meetings and any other agreed activities.
3. Always wear your ID card visibly when on the school site. Replacements will be charged for.
4. Work hard and taking an active part in all lessons to perform to the best of your ability.
5. Make productive use of Silent Study and unsupervised Private Study periods to realise your full academic potential.
6. Always meet all deadlines and produce work to your highest possible standards.
7. Always exercise a high level of self-discipline and personal conduct and thus act as an appropriate role model for younger pupils.
8. Conform to the agreed dress code (see the Student Handbook for full details). This is a place of work and students should bear this in mind when choosing appropriate daily clothing. Some items of clothing and footwear are not permitted on health and safety grounds.  
*School staff reserve the right to have the final say on what is / isn't appropriate attire, if not clearly stated within the dress code.*
9. Always use school ICT equipment and systems appropriately, and in adherence to the 'ICT Acceptable Use' guidelines enclosed and the relevant sections of the Data Protection Policy (Inc. E-Safety), available on the school website.
10. Treat the school buildings, equipment and site with appropriate care and respect, by not causing damage through purposeful or reckless behaviour. Always place litter in the bins provided. Respect the local community when travelling to / from school.
11. Always sign in / out when entering or leaving the school site (e.g. lunch time) and only leave the school site when permission has been given (e.g. for P5 sign out).



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12. Agree to abide by the terms of **all** other relevant school policies and procedures, including those outlined in the Behaviour and Discipline Policy (including Drugs Policy) available on the school website.

*For a full list of all school policies and procedures please visit the following link:*

<https://www.bishopheber.cheshire.sch.uk/parents/policies>

### **As a parent we ask you to:**

1. Encourage your child to strive for 100% attendance and excellent punctuality and not to arrange appointments during the school day unless unavoidable. Holidays are not authorised during school term time for Sixth Form students.
2. Call or email the school attendance officer if your child is unable to attend (e.g. due to illness) on each day of absence. Please also inform us of any pre-known absences (e.g. unavoidable appointments) and provide appropriate evidence as requested.
3. Pro-actively engage and take an interest in your child's study programme and support them by encouraging them to work hard and always try their best. Help them develop self-discipline and independence by – for example – studying without distractions (phones / devices especially!).
4. Encourage your child to engage with wider school life and to undertake additional independent work / reading to advance their knowledge and skills. Read the weekly Student Briefing Sheet to find out about clubs, activities and revision going on in school that week.

### **What will happen if you fail to conform to the conditions of this contract?**

1. For poor behaviour or conduct choices, students will be subject to consequences commensurate with the severity of the incident, and as outlined in the schools' Behaviour and Discipline Policy.
2. Students who are underperforming in their studies will be required to meet with their tutor / a member of the Sixth Form Team to discuss any barriers to progress, and may be subject to additional supportive interventions including (but not limited to) compulsory attendance to revision sessions, additional timetabled silent study lessons, after-school catch-up tutorials, extra lessons etc.
3. If there are persistent concerns (academic or behaviour), parents/carers will be notified, and students will be placed on a Sixth Form Support Contract with individual targets that will be monitored closely to enact improvement.
4. If there continues to be a lack of significant effort to make improvements following supportive interventions, students (parent(s)/carers) will be asked to make advance payment of their qualification / examination entry fees (as permitted by our funding agreement with the Funding Agency). These will subsequently be refunded in the event a student then achieves their target grade or better.



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- In the event of consistently failing to meet expectations and an ongoing lack of engagement, students will be asked to leave the Sixth Form or discuss repeating the year.

### Your fortnightly timetabled commitment will be:

3 x 9 lessons per Level 3 course	27 lessons
4 x Silent Study periods	4 lessons
1 x Wellbeing lesson	1 lesson
3 x Personal Development tutorials	3 lessons
2 x Extended Project Qualification (optional)	2 lessons
Private Study periods / non-contact time	14 - 16 lessons (unless you are taking 4 x L3 courses)
AM registration 15 minutes per day // PM registration 10 minutes per day	

### Total 50 lessons

*Permissions may be given for 'early' Period 5 sign out for students who are meeting all expectations and who do not have a Period 5 lesson on a given day. This is reviewed each week and permission is granted at the discretion of the Sixth Form Team. See Sign out agreement enclosed.*

## SIGNATURES

I agree to abide by the terms of this contract and accept the possible consequences for failing to adhere to it:

Student Name		Date	
Signed			
Parent Name		Date	
Signed			



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### APPENDIX C – PREPARED TO LEARN

#### **School Culture: A code of behaviour for students**

Through representation on the Sixth Form Committee, Year and School Council, students are invited to contribute to determining our behaviour policy and the culture that is expected within the School.

There are seven core expectations which our School believes are central to our culture of high standards to ensure that all are 'Happy at Heber'. These are our The Heber Way (ground rules):

**R Ready:** Arrive for school and lessons prepared to learn - on time, in the correct uniform and with the right equipment

**E Environment:** Keep the school environment safe, clean and pleasant

**S Sensible:** Be sensible and think before we act

**P Polite:** Keep unkind words to ourselves and behave considerately

**E Equality:** Accept and celebrate differences

**C Cooperation:** Follow instructions first time

**T Treat others with respect:** As we would want them to treat each of us.

All students must arrive at their lessons in a manner which is conducive to learning and with the equipment they need to support their learning.

- Students must arrive at lessons on time and adhere to the Subject Area's expectation for entering the Subject Area. In some subjects students are expected to line up outside the room, in most, they may enter without waiting for their teachers. Once inside a room, students will be expected to get themselves organised and ready for the lesson to begin. In practice, this will depend upon the Subject Area they are in. In some subjects, students will be expected to get out exercise books, pens, pencils etc., in others they may be expected to put on aprons or await instructions from their teacher. Irrespective of the individual subject's requirements, students will be expected to be quiet and ready for the lesson to start.
- All students will be expected to arrive at every lesson with the correct equipment for that lesson. The student diary contain a list of basic equipment (pens, pencils, rulers, etc.) which students should take to their lessons. In some subjects, Science, D&T and P.E. for instance, specialist equipment is needed. At the start of each academic year, teachers will make their expectations clear so that all students know what to bring to lessons. If students fail to bring the correct equipment, i.e. they are not 'Prepared to Learn', the subject teacher must record their concerns on the school's management information system (Arbor). Repeated failure to arrive with the correct equipment will be referred to the Subject Leader.
- Another aspect of being 'Prepared to Learn' means that students must ensure that they have completed homework or have completed any tasks they were asked to do in order to prepare for their next lesson. Subject teachers must record concerns.



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### The Core Four

These are the essential items of school equipment that you must have to ensure you can take an active part in your lessons.

1. School Bag
2. Microsoft® Teams / School Diary (Planner) for KS3
3. Pencil case (items available from the Finance Office) to include:  
Scientific calculator, Pens (preferably black & a **green** pen for feedback), pencils, pencil sharpener, eraser, ruler, glue, scissors, colouring pencils
4. Correct exercise books\* / folders / paper / P.E. kit  
\* [inc. Reading Book for independent reading](#)

### SIXTH FORM STANDARDS OF STUDY

Sixth Form students will be expected to attend all lessons / timetabled activities unless absent through illness or for another pre-authorised reason. During private study periods, students will work quietly in agreed spaces such as the Sixth Form Centre, the Library or canteen area. When students have silent study periods they will attend these lessons in the timetabled room with sufficient work to complete in silence.

The Director of Sixth Form may place a student in additional silent study periods where either; they do not use their private study appropriately or are not making expected progress in one or more subjects.



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### APPENDIX D - STRUCTURE, SUPPORT AND REFERRAL

These points relate to establishing a common approach to dealing with academic and pastoral concerns effectively.

#### ACADEMIC

The following behaviour incidents should be dealt with within a Subject Area, first by the subject teacher and then, if necessary, by the Subject Leader:

- Lateness to lessons
- Failure to bring appropriate equipment and books
- Misbehaviour in class or disrupting the learning of others
- Poor quality work
- Failure to do homework or poor quality
- Defiance to a member of staff

All behaviour incidents should be recorded on the school's management information system (Arbor) by the teacher, as soon as practical.

The role of the Tutor is crucial and they should be informed at all times of any persistent behavioural problems, by the Year Leader. When a student's behaviour seriously or repeatedly prevents learning for others in the class, the sanction in School is internal exclusion. A student can only be placed in internal exclusion by the Year Leader who will inform/consult the Headteacher and/or appropriate Deputy or Assistant Headteacher. There may only be one or two students in internal exclusion at any one time. Teachers must provide appropriate work for the student to complete during this time.

Teachers should have followed the 5Cs guidance (see below):

#### FIVE CHOICES & CONSEQUENCES

The use of these follows the usual behaviour management techniques of the classroom

Consequence 1 (Choice)	<b>C1</b>	Formal verbal warning
Consequence 2 (Choice)	<b>C2</b>	Moved within the classroom
Consequence 3 (Choice)	<b>C3</b>	Moved outside the room
Consequence 4 (Choice)	<b>C4</b>	Moved to another classroom (usually Subject Leader)
Consequence 5 (Choice)	<b>C5</b>	Arbor alert to senior member of staff on call



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### BEHAVIOUR OUTSIDE THE CLASSROOM

When a student misbehaves outside the classroom situation, staff should follow the following 5Cs guidance (see below).

#### FIVE CHOICES & CONSEQUENCES

The use of these follows the usual behaviour management techniques of the classroom

Consequence 1 (Choice)	<b>C1</b>	Formal verbal warning
Consequence 2 (Choice)	<b>C2</b>	Moved away from the area
Consequence 3 (Choice)	<b>C3</b>	Refer to Tutor
Consequence 4 (Choice)	<b>C4</b>	Refer to Year Leader
Consequence 5 (Choice)	<b>C5</b>	Refer to SLT Link

Such behaviour would include disputes, relationship issues or defiance to a member of staff (teaching or non-teaching), acting in a way that could harm others or damage to school property.

This behaviour will be recorded on the School's management information system (Arbor) as soon as practical.

Where there are persistent problems; for example bullying (Appendix G), the Year Leader will contact the parents or carers.

### BEHAVIOUR GUIDELINES FOR STUDENTS

Action	School Sanction
Minor breach of discipline / incomplete work	Break time detention issued by subject teacher
Minor breach of discipline / incomplete work	Lunch time detention issued by subject teacher
Minor breach of discipline out of lessons or during Liberty Time	Lunch-time Community Service
Moderate breach of discipline / failure to complete break or lunch-time Detention / failure to complete work	After School Detention
Failure to complete After School Detention / three After School Detentions	Headteacher's Detention
Serious breach of discipline / three After School Detentions / failure to complete Headteacher's Detention	Internal Exclusion with SLT /Year Team
Serious breach of discipline	Internal Exclusion, Suspension or Permanent Exclusion

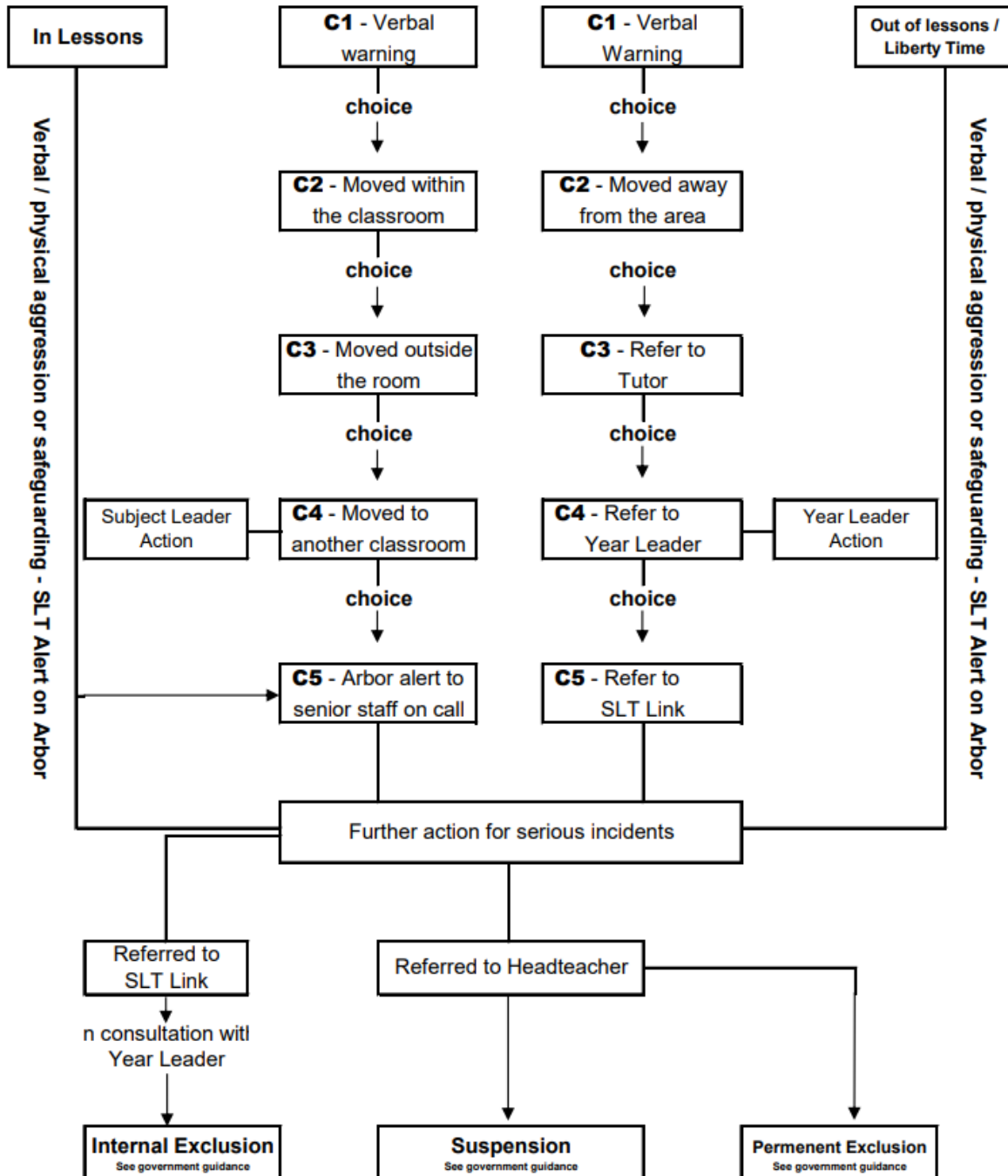


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### FLOW DIAGRAM OF REFERRAL STRUCTURE







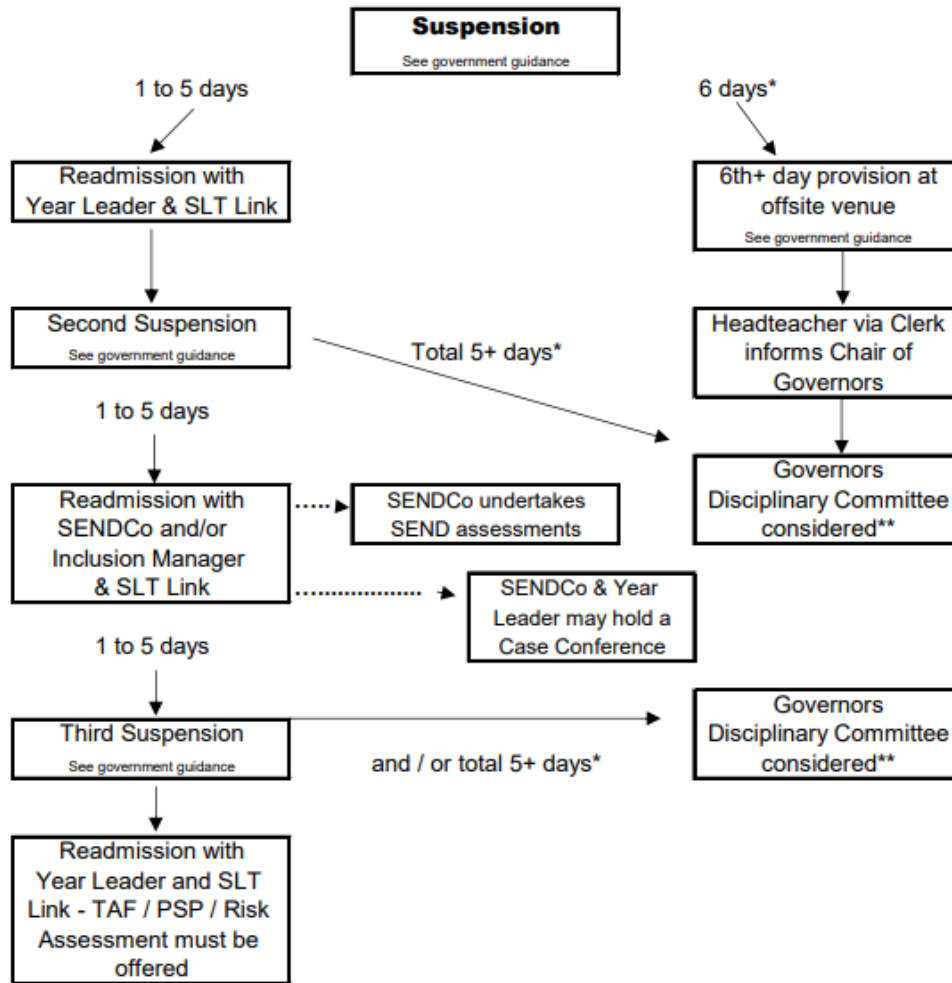
# BISHOP HEBER HIGH SCHOOL

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### FLOW DIAGRAM FOR SUSPENSIONS

Termly process:



**\*Where a suspension alone or in conjunction with previous exclusions will take the student's total number of days out of school above 15 for a term, the governing body must convene a meeting to consider reinstatement within 15 school days of receiving notice of the suspension.**

**Where a student has a Social Worker or is looked after (Child in Care), their Social Worker or the Virtual School Head (VSH) must be informed about the suspension. The Social Worker and/or the VSH should be informed when a governing body meeting is taking place and invited to attend. The school will work with the local authority to seek alternative provision from the first day of suspension.**

**If at any point there is a significant risk of a permanent exclusion this will be defined by the introduction of the Pupil Support Plan (PSP) led by the Year Leader.**

**\*\* A record must be kept of the decision.**



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### APPENDIX E – TRIPS AND VISITS - GENERAL BEHAVIOUR EXPECTATIONS

All the staff are aware of the tremendous responsibility that they have undertaken by agreeing to organise and lead a trip. Trip Leaders will use the guidance below to support a safe and happy experience. Both parents/carers and students will be asked to sign a code of conduct to support the Trip Leader.

All students participating in a trip must comply with the school's or Trip Leader's behaviour expectations, which are above and beyond the typical expectations of any Bishop Heber High School student:

- Behave sensibly and responsibly at all times looking out for the welfare of yourself and others in the group.
- No students should bring with them or attempt to purchase alcohol or other souvenirs deemed to be regarded as illegal in the UK or abroad or dangerous. These include items such as knives, bb guns, laser pens etc. Anyone caught with these items will be severely dealt with and could be sent home at parental expense.
- No energy drinks should be consumed on any trip or visit.
- Any trip hoodies must not be worn in School. If so, it will be confiscated and returned at the end of the school day/week.

Students who fail to adhere to good conduct will face disciplinary procedures and could be sent home (with parents/carers charged for the full cost as well as the student being banned from any future extra-curricular trips and visits).

**Remember, if you wouldn't be allowed to do it in School, you definitely should not be doing it during the trip.**

### TRAVEL

- During travel, students should be seated in their allocated seat at all times with their seat belt on. On the continent any student not wearing a seat belt can be fined.
- Chewing gum and sticky sweets are not allowed during any journey.
- Treat coach drivers and the coach with the utmost respect.
- On the coach leave no litter and the toilet area clean.
- Bags should be placed under seats, or in the provided baggage areas when travelling on the coach and should not block the aisle or prove to be a danger to anyone.
- Common sense should be used at all times when it comes to behaviour and decision making from crossing the road safely under the guidance of a teacher to the purchasing of appropriate items/souvenirs or snacks/drinks.
- Do not leave your bags unattended at any time, particularly in public areas.
- Keep your valuables and money secure at all times and be aware of pick pockets in crowded areas.

### ACCOMMODATION

- When in the accommodation, students are not allowed to congregate in each others' rooms and must remain in the room allocated to them by members of staff.
- There should be no running, shouting or other anti-social behaviour and noise should be kept to a minimum.



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- Accommodation door keys are the responsibility of the student and if lost or damaged, replacements will need to be paid for. However, students have the option of handing their door keys to a member of staff for safekeeping during the day if they wish.
- Any damage will be charged to all students in a room if the perpetrator does not come forward of their own free will. This includes any soiling of carpets or bedding.
- Show respect to the buildings and surroundings—maintain a clean and tidy room.
- No student should leave the accommodation without school staff permission.
- Students will be given a set time when they must be in their own rooms and staff will check rooms at this time. Students must not leave their rooms after this check has been made unless they need the assistance of a member of staff. Students must keep noise to an acceptable level in the hotel and under no circumstances should they disturb other guests.
- All students must adhere to the 'night quiet' rule (outlined by the Trip Leader).

### EXPECTATIONS

- Students should attend all meetings promptly – this includes lessons and meals.
- Students are responsible for their own time keeping, particularly in relation to being up and ready for breakfast and the coach in the morning.
- Respect other people. Be courteous and polite towards other students, members of staff and the public.
- All students will be assigned a member of staff and must stay in their allocated group during all visits and movement in public areas. Students should always ensure no other student is left on their own at any time.
- In the unlikely event you are separated from the group, then remain calm and use the emergency contact card/details. If in a museum/attraction make yourself known to reception so they can locate a teacher. In the extreme case where a student is separated and are concerned for their immediate well-being and/or safety, they should contact the Police and stay in a busy public area. Listen to all adults including instructors/course leaders when they are talking and follow instructions and requests without objection.
- Students in rooms are responsible for reporting any silly/anti-social/dangerous behaviour by other students and this should be reported to a member of staff immediately.
- During sports activities e.g. skiing, students must only ski/snowboard under supervision with instructors.



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### APPENDIX F – MISSING STUDENT PROCEDURE

#### Missing Student Procedure

The missing student procedure will be followed when a student is known to have left home in order to attend school and is either not in registration or does not attend any lesson as they have left the site, or are on site but absenting themselves from session/s.

Students who need to be absent at some time during the school day bring a note from home and sign in/out at Student Services (SS).

Students who are absent for planned visits or other authorised activities such as music lessons - lists of such students are communicated to teachers, displayed in the Staff Common Room (SCR), where appropriate, and given to SS so their absences can be recorded appropriately on registers on Arbor.

Where students are missing lessons owing to sessions in the IRP or counselling - these be will recorded as an intervention on Arbor so the student absence automatically appears on teacher registers.

Students out of lessons for other reasons e.g. toilet visit or unwell during lessons should have their planners signed by the teacher. These occasions should be logged on Arbor (behaviour incident – neutral). The class teacher should follow up where a student does not return to class.

#### Procedures for missing students

Missing from morning registration session:

Procedure	Actioned?
1. Tutors record student absent on AM register, ensuring registers are taken on time.	
2. The Attendance Team will review AM absences and send an absence text to parents of students with unexplained absence (not reported by parent) and follow up with a phone call if there is no parental contact.	

Unexplained absence during the school day:

Procedure	Actioned?
<p>1. Subject teachers take registers as soon as possible each lesson.</p> <p><b>Use the missing student alert as soon as possible at the start of the lesson for any student that is a 'priority student'.</b></p> <p><b>For all other students please wait 15 mins</b> before reporting they are missing to ensure that a student is not just late for the lesson. Log student lateness on Arbor.</p> <p><b>To report a missing student use the missing student alert on Arbor (log behaviour incident – missing student level 0 neutral)</b></p>	



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Teachers are encouraged to question the class when a student is absent unexpectedly and communicate any appropriate/unexpected information to MSO.	
Procedure	Actioned?
<p>2. When information is received that a student might be missing MSO will establish whether the student IS missing by checking:</p> <ul style="list-style-type: none"> <li>- Signing In/Out Sheets</li> <li>- The student's attendance pattern for the day.</li> <li>- Whether the student is in the IRP</li> <li>- Every cubicle in the relevant toilet</li> <li>- Check with the teacher if the student has returned before moving to next stage</li> </ul> <p><b>If the student is located then MSO staff will 'resolve' this via the link on the alert email</b></p>	
3. MSO to phone YL or SLT on call (if YL not available) to inform them that a student is missing. <b>Contact must be made – follow up an email with a teams message or call.</b>	
4. YL (if available), SLT or SENDCo/Inclusion Manager (if appropriate) to lead and attempt to <b>identify the last known time seen and the whereabouts</b> of the student as quickly as possible.	
5. YL/SLT/SENDCo/Inclusion Manager to search the site to check that the student cannot be located e.g. toilets, under stairs, in pond area at the back of school, behind Scout & Guides etc.	
6. If the student cannot be located, consult fellow students for information including checking social media accounts and establishing details e.g. whether there was any difference in their usual appearance, or whether they had other clothes with them.	
<p>7. If staff in school are unable to locate the student, MSO will contact a parent of the student:</p> <ul style="list-style-type: none"> <li>- Advise parent to arrange for someone to remain or return home in case the child returns there</li> <li>- Ask parents to attempt to make contact with their child by phone or by contacting who they may be with (not a student in school)</li> <li>- Request parents/carers to follow up by contacting the school to inform us whether contact has/not been made</li> </ul> <p>Log the phone call on Arbor</p>	
8. Advise parents to contact emergency services if their child cannot be contacted. If not contact is made, staff could consider searching the route that the student may have taken home as well as local parks etc.	
9. MSO follow up call to parents if they do not contact school for an update. Log call on Arbor.	
<b>Once the student is located on or offsite, the member of staff that is sure the student has been located informs MSO who will 'resolve' this via the link on the alert email</b>	



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### APPENDIX G – ANTI BULLYING POLICY

#### CONTEXT

Bishop Heber High School seeks to promote positive individuality in its students and staff. It recognises that in all human communities there can be those who seek to prevent this or to use other differences for their own ends. This can take the form of bullying, it can happen anywhere – in or outside of school or online. Bullying is seen as physical, cyber or verbal abuse to another, which takes place on a number of occasions (persistent). It may involve bullying from one person or a few. In particularly difficult situations it may be pervasive in a community or institution. In some instances an individual may target these behaviours at no particular individual, but randomly seek to promote their own status through anti-social acts.

#### WHAT IS PERCEIVED AS 'BULLYING'

Some examples of bullying from students in a school could be:

- Repeatedly demanding a young person give a personal item to another or bring in to School an item from home
- Repeated threats of violence or actual violence
- Constant pushing of another person or persons
- Someone perceiving that an area of the school is unavailable to them, because of the actions of others
- A group of people obviously refusing to talk to another over time
- A group of people spreading rumours about another over time
- Repeated unwanted sexual demands being made on another
- Repeated name calling
- Repeated abuse related to race, religion, disability, gender or gender identity or about sexual behaviour or orientation
- Repeated unpleasant use of social media, texts, e-mails or messages in chat rooms

These behaviours could be from student to student, student to staff or staff to student.

What is not seen as this type of bullying is the occasional cruel remark or action. Friendship groups are often in flux and choosing new friends is not seen as bullying. Young people can also regard bullying as a situation, which they equally provoked, but did not achieve a winning position. Non-bullying behaviour of this type can be very hurtful amongst young people, and students are always encouraged to discuss it with someone in the school, and a resolution will be sought.

#### WHEN 'BULLYING' IS DIFFICULT TO RECOGNISE

The school recognises certain difficulties involving bullying:

- The bullying may originate and occur outside the School;
- The bullying may be historical, dating back to primary school days;
- The bullying may form part of prejudices deeply embedded in family or community views

Bullying can go un-noticed, unless staff are informed. To achieve this, a culture of trust is created and fostered in School. Students are actively encouraged to discuss their difficulties with adults and the availability of such adults and also peer mentors is advertised in the School.



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Staff listen to students and treat them with respect. Parents/carers are also encouraged to contact the School. Staff observe the behaviour across the site. Bullying is a subject that is discussed within the PSHCE programme and where appropriate outside groups are brought into the School to keep the topic fresh in the student's minds.

The phone numbers of Childline and other helpful and supportive agencies are in the Student Diary:

- |                  |  |                         |
|------------------|--|-------------------------|
| ➤ Childline      | <a href="http://www.childline.org.uk">www.childline.org.uk</a> | Phone: 0800 1111 (Free) |
| ➤ Bullying Help  | <a href="http://www.bullying.co.uk">www.bullying.co.uk</a>     |                         |
| ➤ Kidscape       | <a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>   | Phone: 0207 730 3300    |
| ➤ The Samaritans | <a href="http://www.samaritans.org/">www.samaritans.org/</a>   | Phone: 08457 90 90 90   |

Tolerance of differences amongst others is promoted in the School's curriculum. Racial, religious and sexual abuse done deliberately or thoughtlessly is tackled with students. Treating everyone with respect is central to the School's ethos. Young people with behavioural problems which are likely to impact negatively on others will have strategies for working with other students indicated in their EHCPs or support plans, which are then regularly monitored and discussed with parents/carers.

### HOW DOES THE SCHOOL TACKLE 'BULLYING' ISSUES

The School promotes the belief that it is not only the responsibility of the victim to inform adults of the situation, but also other students who have seen the regular occurrence of the behaviour.

In dealing with any allegations of bullying the primary focus will always be the physical and psychological well-being of the victim. However, the circumstances of the incidents will also be investigated to achieve a fair and just view of the situation.

Parents/carers are asked to inform School of any situations of which they are aware through conversations in the home. If their child discloses bullying incidents to them, the Main School Office should be contacted initially to pass on this information which will be forwarded to the student's Form Tutor in the first instance.

On transition from Primary to Secondary school, the Year Leader (Head of Year 7) will request to be made aware of incidents between students in order to assist in the decision of student groupings.

According to the nature of the bullying various strategies will be employed. It will usually be the Year Leader who will seek to resolve the situation. In some cases it may be the Form Tutor or another teacher, but this would be with the Year Leader's knowledge. If the Year Leader felt the situation was not resolving itself it would be passed to a member of the Senior Leadership Team responsible for their particular year group or to the Special Educational Needs Co-ordinator (SENDCo). In the incidence of sexualised bullying the Designated Safeguarding Lead (DSL) will be immediately informed, and the statutory protocols and procedures would be followed. The Headteacher would become involved if the behaviour of the perpetrator was likely to result in a suspension or permanent exclusion.

The strategies used will vary according to the nature of the incidents and the individual circumstances and context of the student involved. Below is a selection of approaches that may be used.

- Discussion and resolution with the bully/bullies



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- Contact with the bully's/bullies' parents/carers
- Befriending circles with the victim
- Retributive school punishment for the bully/bullies
- Conflict resolution with bully/bullies and victim
- Change of tutor groups or teaching groups
- The victim and/or bully referred to the school Inclusion Meeting for individual mentoring or referral to other appropriate support agencies
- Involving the Police and their restorative justice

If the situation is referred by the Year Leader to a member of the Senior Leadership Team or the SENDCo the above guidelines may be used again, but in serious and unresolved situations the following may be implemented:

- A Risk Assessment completed for the bully
- The bully placed on the graduated SEND response for social, emotional mental health (SEMH). This could eventually result in the involvement of other agencies concerning the young person's difficulties
- The bully given a Pupil Support Plan (PSP) concerning this behaviour, as potentially, at risk of a permanent exclusion
- Police involvement regarding the bullying behaviour

If the situation involving the victim is particularly pervasive amongst the school community, because of certain unique features, then the victim may need a Risk Assessment with positive protective measures put in place.

Bullying research indicates that students who are pervasively bullied, may have unrecognised psychological or physiological difficulties. There has been a hypothesised division of such students into the categories of 'passive' and 'provocative' victim. A lack of acceptance of a victim's social behaviour can result in some students being bullied. With parental/carer consent, the school will begin to seek a diagnosis in these situations. Approaches that may be used to help the victim could include teaching:

- A more assertive approach to the situation
- Adopting a lower profile in the School
- Fogging techniques to slow down a potentially unpleasant situation, giving both parties 'space' and prevent the situation from escalating further
- Broken record technique to be clear about what you want to say and you want this to be known

The School recognises it has a responsibility to protect students within its vicinity, including areas immediately outside the School and the School buses. Events occurring in the home area should be tackled by parents/carers through the usual community channels.

### CONCLUSION

Our aim is to ensure the safety and well-being of all students at Bishop Heber High School by encouraging both high standards of behaviour and discipline, but also promoting positive individuality and tolerance towards each other. We want this to happen in a way that is open and non-threatening; and in an environment which encourages questioning and individual creativity.





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### APPENDIX H - UNIFORM AND APPEARANCE

Bishop Heber High School is proud of its uniform and what it represents. It signifies that our students belong to a high performing and caring school, with high expectations and excellent outcomes for its students. Students should therefore wear their uniform with pride. It is a sign of corporate identity and, as such, does not discriminate between social status or personal background.

### BISHOP HEBER HIGH SCHOOL UNIFORM – YEAR GROUPS 7 TO 11

- **Trousers:** Smart, tailored, plain black school trousers of waist height and ankle length (no jeans, rivets/studs, hipsters, chinos, leg pockets, jeggings or leggings)
- **Socks:** Black crew length
- **Bishop Heber High School skirt:** Standard length (available from Whitchurch Sports) to be worn with black opaque tights
- **Royal blue polo shirt with Heber logo**
- **Either of the following:**
  - Black v-neck sweatshirt with Heber logo
  - Black round-neck sweatshirt with Heber logo
  - Black semi-fitted cotton jumper with Heber logo
  - and/or dark navy fleece with the Heber school badge
- **Shoes:** Black, hard soled shoes with a sensible heel with maximum heel height of 2.5cm (1”) – no trainers, regardless of colour, canvas shoes, boots, flipflops or sandals
- **Optional items** which may be worn:
  - \*\*Navy/red outdoor jacket with the Heber School badge
  - Black fleece scarf with the Heber School badge
- **No other tops, jackets, jumpers or sweatshirts are permitted to be worn and students will be asked to remove them**

### UNIFORM REGULATIONS

All students are to wear the correct uniform. These guidelines are set within the context of the Equality Act. The exact requirements are updated regularly in the Parent A-Z and on the School's website. In extreme weather (such as snow days), the Headteacher may adapt the uniform temporarily.

### COATS

\*\*Students may wear any coat to and from School. However, these must be removed once the School day starts (8.55 a.m.). Only 'Heber' School coats may be worn throughout the School day (until 3.20 p.m.). During the School day; no other tops, jackets or jumpers are permitted and students will be asked to remove them. Students who repeatedly wear non-uniform coats will have them confiscated and returned at the end of the School day/week.

### JEWELLERY

One pair of stud or sleeper style earrings and a watch may be worn. Items such as additional earrings, nose studs, rings, necklaces, bracelets and bangles are not allowed and students will be asked to remove them. Students who repeatedly wear jewellery will have them confiscated and returned at the end of the School day/week.



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### ELECTRONIC EQUIPMENT

Earpods, earphones and headphones should not be worn during the school day.

### MAKE-UP & NAIL POLISH

Make-up and nail polish are not permitted. Students will be asked to go to the Student Services to remove make-up and/or nail polish if they are found to be wearing either.

### HAIR STYLES

It is expected that all students will wear their hair appropriately to reflect a purposeful, respectful and serious learning environment. Exaggerated hair styles or colours are not acceptable. Nor are the use of beads or other hair ornaments.

### SIXTH FORM STANDARDS OF APPEARANCE

Sixth Form students are not required to wear a School uniform. However there is a dress code. Students are required to dress in a 'smart casual' manner. Clothing choices should be appropriate for a 'professional workplace'.

If, in the opinion of the Sixth Form Team, a student's appearance is not appropriate, it must be rectified by the following school day or the student will be excluded for a fixed term.

#### Basic rules to remember are:

- Appropriate footwear should be worn (no sliders, sandals or flip-flops).
- No hats / sunglasses to be worn inside the building unless for medical need.
- No pyjamas, fleeced trousers, blankets, or hot water bottles.
- No bare shoulders or exposed midriffs.
- 'Gymwear' should only be worn when undertaking sporting or exercise-related activities.
- No excessively distressed / torn clothing should be worn.
- No sports shorts (tailored shorts are allowed between May and October half terms).
- No hot-pants / short-shorts.
- Skirts should be an appropriate length (i.e. longer than arms when stood up straight).
- No clothing should contain indecent or offensive logos, text or images.
- Any tattoos that would otherwise be visible, should be covered.

Sixth Form students are also expected to visibly wear their ID badges (issued within the first few weeks of Year 12) at all times.



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## BEHAVIOUR & DISCIPLINE POLICY

### APPENDIX I - SMOKING, ALCOHOL, SUBSTANCE ABUSE & DRUGS POLICY

Bishop Heber High School believes that the possession and use of drugs is wholly unacceptable and is committed to the health and safety of all the school community and will take action to safeguard their wellbeing. The school acknowledges the importance of its pastoral role in the welfare of all its students and the need to be aware of and sensitive to the fact that some students may be living with parents/carers with a history of a drug abuse as well as its duty to inform and educate students regarding the consequences of drug use.

#### Definition of a drug

A drug is a substance that affects the way in which the body functions physically, emotionally or mentally. For purposes of this policy, by 'drugs' we are referring to illegal substances and also legal substances such as: alcohol, tobacco, volatile substances, over the counter or prescription medicines and new psychoactive substances including what are known as 'legal high' substances. By Drugs Paraphernalia we mean items such as cannabis grinders, rolling papers, filters, matches, lighters and pipes etc.

#### Drugs on school premises

School premises includes everything within the property boundaries including buildings, outbuildings, playgrounds, fields and also extends to include other settings such as school transport or any venue managed by the school at the time e.g. premises of a school trip or visit.

#### Medicines

The school has a policy/procedure for the administration of medicines that must be followed for everyone's safety. Please refer to our [Medical Conditions Policy](#).

#### Alcohol

No alcohol may be brought on to school premises or consumed during the course of a school day. Anyone (staff, students, parents, carers and visitors) under the effects of alcohol will be asked to leave the premises and return at a later date for the safety of the whole school. Parents / carers will be asked to remove their children from the school and will be encouraged to seek immediate medical support. Possession or consumption of alcohol in school is considered a serious breach of the school behaviour policy.

#### Smoking

School premises are a no smoking site at all times. Students are not permitted to bring to school smoking materials, including matches and lighters. Should a student be found in possession of any of these on school premises, they will be confiscated and parents / carers informed. This also applies to "vaping" and the use of electronic cigarettes.



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Where a student is caught smoking or vaping or where there is a reasonable belief that a student has been smoking or vaping they will receive a suspension.

Where a student is involved in a 'smoking situation', meaning they are in the company of students smoking or vaping, or they bring smoking or vaping equipment into school, they will be dealt with through the following procedure:

- First offence is a formal warning and an Internal Exclusion
- Second offence in the school year one day Suspension

Year Leaders will operate the procedure, record the stage that a student has reached and involve the appropriate members of the Senior Leadership Team. Where Suspension is the next STEP the Headteacher will be involved. Further offences will result in another Suspension, no further warnings will be given.

### Illegal drugs and psychoactive substances

No illegal drugs, psychoactive substances or Drugs Paraphernalia are allowed to be brought to, or used on school premises and doing so is considered a serious breach of the school behaviour policy. Seeking to influence or glamorise illegal drug use or the use of psychoactive substances either in person on school premises or via social networking sites is also considered a serious breach of this drugs policy. Any reference to drugs includes substances that are illegal to possess or supply or come under the legal definition of a controlled drug.

### Solvents

The school will ensure that potentially hazardous substances it authorises are stored safely, and students will be supervised if it is necessary that they come into contact with them in the course of their work. Students are not permitted to be in possession of solvents. Bringing solvents or hazardous substances onto school premises, or using them while on the premises is considered a serious breach of the school behaviour policy.

### Drug-related incidents

A drug-related incident may be any of the following, whether on school premises, travelling to or from school, school trips or when an individual is otherwise identifiable with the school:

- Finding drugs, or related drug paraphernalia
- Possession, or being in control, of drugs or drug paraphernalia by an individual
- Use, or being under the influence of drugs
- The supply, offer to supply or involvement in supply of drugs to another
- Hiding drugs in or around the school premises for later collection (by themselves or by others)
- Glamorising or encouraging the use of drugs and other substances

### Dealing with drug-related incidents

Where students are suspected of being involved in a drug-related incident the situation should be reported immediately to the appropriate member of the Senior Leadership Team.



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Staff must:

- Know and understand the School's procedures for managing drug incidents
- Isolate the student(s) from other students
- Inform the Headteacher or a member of the Senior Leadership Team immediately
- Take a photograph of the substances if possible
- Remove the substance for possible later collection, testing and disposal by the Police (if appropriate)

Where possession is suspected, students may be asked to empty their pockets, bags and/or lockers which may be searched by senior members of staff with another staff witness. The school will follow the latest searching, screening and confiscation guidance when undertaking any investigation.

Staff will not guarantee confidentiality to a student disclosing any drug related information be that possession, supply or use.

The school may inform the Police of any controlled drug-related incident.

### SANCTIONS

Bishop Heber High School will work to protect the safety and vulnerability of ALL students. It will consider the circumstances of each incident individually and impose the most appropriate, fair and proportionate sanction. A student in a drug-related incident will be considered to have committed a serious breach of the school behaviour policy which will result in permanent exclusion even for a first offence, unless in exceptional circumstances such as coercion through county lines. The school will take into account whether the incident has, or could have, repercussions for the orderly running or the reputation of the school and whether it poses a threat to other members of the school community.

### DRUGS EDUCATION

Pastoral Care and Support for Students at Risk Appropriate support and counselling will be made available as far as is possible to students who are drug users/misusers (Table 1 – Warning Signs in Individuals & Table 2 – Warning Signs in Groups). Current examples of this are through the School Counsellors and the School Health Advisor, access to FRANK and Turning Point or similar bodies in Shropshire and/or Wales. The School provides a planned drug education curriculum as part of the PSHCE curriculum that reflects knowledge and understanding, attitudes and personal and social skills.

Drugs education will:

- Enable students to make healthy, informed choices by increasing knowledge, exploring their own and other people's attitudes and developing and practising skill
- Promote positive attitudes towards healthy lifestyles
- Provide accurate information about substances
- Increase understanding about the implications and possible consequences of use and misuse



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### Health and Safety of Students

In seeking to ensure the Health and Safety of all students:

- The School site is regularly checked by the Site Management staff for visible signs of drug use (see Table 3 – Objects that may indicate Drug Misuse)
- Dangerous items will be removed in an appropriate manner
- Liaison with persons outside the School premises will be actively discouraged by supervision of contact areas
- Congregation of students likely to lead to any form of drug use (legal or otherwise) are discouraged through active staff patrol
- Any drug-related medical emergency will initially be assessed by a trained first-aided where available.
- Professional help will then be called and the Headteacher notified

### Involvement of Parents/Carers

It is the School's policy to work closely with parents/carers and inform them of any suspicion of drug use (legal or otherwise).

Signed: Mrs S Anderson (Chair of Governors)

Mr D Curry (Headteacher)

<b>Administration Use:</b>	
<b>Statutory/Non-Statutory:</b>	Statutory
<b>Website:</b>	Yes
<b>GB Committee:</b>	SPA
<b>Approval Level – Sub Committee or FGB</b>	FGB
<b>Review:</b>	Every Three Years
<b>Document Formulated:</b>	December 2016
<b>Date Reviewed Document Approved by SPA Committee:</b>	12 <sup>th</sup> October 2023
<b>Date Reviewed Document Approved by FGB Committee:</b>	12 <sup>th</sup> October 2023
<b>Next Review Date:</b>	September 2026
	<b>March 2024 – Suspensions Flowchart updated</b>



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## BEHAVIOUR & DISCIPLINE POLICY

### **Reviewed by:**

Students (School Council)  
Parents/Carers (Friends of Heber)  
Senior Leadership Team

### **LEGISLATIVE POWERS AT THE TIME OF APPROVAL**

[The Misuse of Drugs Act 1971](#)

[Drugs Act 2005](#)

[Psychoactive Substances Act 2016](#)

### **RELEVANT GOVERNMENT GUIDANCE AT THE TIME OF APPROVAL**

[Behaviour in Schools - A guide for headteachers and School Staff \(September 2022\)](#)

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(September 2023\)](#)

[Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies \(July 2022\)](#)

[Use of reasonable force \(July 2013\)](#)

[DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies \(September 2012\)](#)



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## BEHAVIOUR & DISCIPLINE POLICY

### DRUGS POLICY - ANNEX 1

#### FURTHER GUIDELINES FOR STAFF

#### **Signs of Drug Misuse (although some of these signs may be an indication of something not drug related)**

Early detection of drugs misuse is very important. If a young person's drug misuse is identified at an early stage it is easier for action to be taken to prevent or the further misuse of drugs. The following tables outline possible warning signs that may give cause for concern.

#### **Table 1 – Warning Signs in Individuals**

- Changes in attendance, and being unwilling to take part in school activities
- Decline in performance in school work
- Unusual outbreaks of temper, marked mood swings, restlessness or irritability
- Reports from parents/carers that more time is being spent away from home, possibly with new friends or with friends in an older age group
- Excessive spending or borrowing of money
- Stealing money or property
- Excessive tiredness without cause
- No interest in physical appearance
- Sores or rashes especially on the mouth or nose
- Lack of appetite
- Heavy use of scents, colognes etc. to disguise the smell of drugs
- Wearing sunglasses at inappropriate times (to hide dilated eyes)

#### **Table 2 – Warning Signs in Groups**

- Regular absence on certain days
- Keeping at a distance from other students, away from supervision points (e.g. Groups who frequently gather near the gate of a school playground or sports field)
- Being the subject of rumours about drug taking
- Talking to strangers on or near the premises
- Stealing which appears to be the work of several individuals rather than one person (e.g. Perhaps to shop-lift solvents)
- Use of drug-takers' slang
- Exchanging money or other objects in unusual circumstances
- Associating briefly with one person who is much older and not normally part of the peer group

#### **Table 3 – Objects that may indicate Drug Misuse**

- Foil containers or cup shapes made from silver foil, perhaps discoloured by heat
- Plastic bottles adapted by the addition of tubes or holes, possibly including small amounts of silver paper
- Metal tins; Spoons discoloured by heat
- Pill boxes
- Plastic, cellophane or meal foil wrappers
- Small plastic or glass phials or bottles
- Twists of paper; Straws; Sugar Lumps
- Syringes and needles





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- Cigarette papers and lighters; Spent matches
- Vapes
- Plastic bags or butane gas containers (solvent abuse)
- Cardboard or other tubes (heroin)
- Stamps, stickers, transfers or similar items
- Shredded cigarettes, home-rolled cigarettes and pipes (cannabis)
- Paper (about 2 inches square) folded to form an envelope (heroin)



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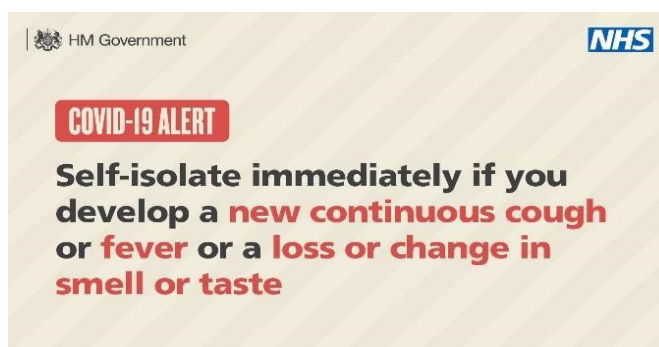
## BEHAVIOUR & DISCIPLINE POLICY

### APPENDIX J – COVID-19 BEHAVIOUR CODE

This document outlines the expected behaviour code that students should follow should there be any further outbreaks of Covid-19 resulting in social distancing measures. The adjustment to the Behaviour Code will apply in response to any future government directions and guidance. Unless covered here, the school's Behaviour and Discipline Policy, including the rewards and sanctions systems, will be followed.

What we expect students to do during this time:

- ✓ Students must attend school with the appropriate stationery equipment
- ✓ Students must maintain responsibility for and not share any equipment
- ✓ Students must refrain from deliberate physical contact with their peers
- ✓ Students must adhere strictly to student to adult 2m social distancing at all times
- ✓ Students must always walk on the left, keeping a minimum of 1m apart. When students arrive at their classroom, they should enter straight away and go to their assigned seat (seating plan)
- ✓ Students must adhere strictly to their designated areas (zones) of school
- ✓ Students must remain seated at their allocated desk and avoid contacting the desks and equipment of other students, only moving from their desk with their teacher's permission
- ✓ Students must stand up at the start and end of each lesson as the teacher enters and leaves the classroom
- ✓ Students must remain in their classrooms until dismissed by their teacher
- ✓ Students must follow all enhanced hygiene guidance, including hand cleaning and using and disposing of tissues correctly in the yellow bins provided (*catch it, bin it*)
- ✓ Students must refrain from spitting or coughing towards other students and members of staff
- ✓ Students must refrain from chanting/singing or shouting in their classrooms
- ✓ Students must only use their designated toilets and maintain social distancing
- ✓ Students must remain in groups of no more than 6 and adhere to 2m social distancing in their designated zones during breaktimes
- ✓ Students must refrain from contact sports on school site including at breaktimes
- ✓ Students should not use or have out their mobile phones anywhere in the school building unless authorised by a member of staff
- ✓ Students must immediately inform a member of staff if they feel unwell with symptoms of Coronavirus





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**COVID-19 RELATED INCIDENTS: The consequence for not following the above rules will be as follows:**

**Accidental rule breaking: Verbal Warning**

We appreciate that the school environment will be very different for our students when they return and that, despite their very best efforts, students may accidentally break one of the new rules. In these circumstances, staff will discuss the incident with the student and ensure that they fully understand the importance of adherence for the safety of all.

**Repeated rule breaking or Negligence: Formal Warning (C1 and C2)**

Where a student needs to be repeatedly reminded about the rules and/or appears to be negligent, staff will issue a formal warning and explain that if the behaviour is not rectified immediately then the student will be removed from the classroom/social area and isolated.

**Purposeful rule breaking or failure to respond to a Formal Warning: On call removal (C5)**

Where a student deliberately breaks the rules, they will be immediately removed from the classroom/social area and isolated from other students for the safety of all.

**Deliberately risking harm: Suspended**

If a student persistently breaches our expectations or breaks the rules in a way which intentionally risks harm to anyone else in the school community, parents / carers will be contacted, and they may have a fixed term exclusion.

### FIVE CHOICES AND CONSEQUENCES FOR NON-COVID RELATED INCIDENTS

The consequence system has been amended in light of Covid-19 restrictions and expectations:

Consequence 1 (Choice) <b>C1</b>	Formal verbal warning
Consequence 2 (Choice) <b>C2</b>	Second formal verbal warning
Consequence 3 (Choice) <b>C3</b>	Sent outside the room for reflection and readmittance
Consequence 4 (Choice) <b>C4</b>	Referral to the Subject Leader after lesson and phone call home
	or Send to another room, usually Subject Leader, during lesson as long as the bubble is not broken (Year 10/11 only) and phone call home
Consequence 5 (Choice) <b>C5</b>	On call