BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

BEHAVIOUR & DISCIPLINE POLICY

CONTEXT: 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) summarises 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

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. A code of behaviour for students (Appendix B)

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

There are three core expectations that our School believes are central to good behaviour:

A. Respect for others

- Treat all other people with the respect with which you would like to be treated
- Listen to and respect the views of others
- Have an acceptance of others' learning
- Encourage and help those around you
- Respect school property and the property of others
- Language should not be racist, sexist, homophobic or transphobic; no student should have to accept or tolerate such language in our School community

B. Respect for yourself

- Use your time to good effect and try your best at everything you attempt
- Accept praise and respond positively to constructive criticism
- Dress neatly, wear the correct school uniform appropriately and take pride in your appearance

C. Respect for the School

- Represent the School in a way that demonstrates the values of Bishop Heber High School
- Respect others' learning environment
- Arrive at School, lessons and other activities on time and with the correct equipment and uniform
- Participate positively and enthusiastically in all lessons and activities
- Develop a responsible approach to classwork and homework

To assist in meeting these expectations, we expects the Prepared to Learn principles (Appendix B) 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. Each event will be recorded on PARs/INSIGHT parent portal.

- 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

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 C). This is based upon the concepts of fairness, choice, responsibility and consequences. Except where there are specified tariffs, teachers and teaching assistants will follow the usual consequence system below. Each event will be recorded on PARs/INSIGHT parent portal.

- Consequence 1 **C1** Formal verbal warning
- Consequence 2 **C2** Formally moved within the classroom
- Consequence 3 **C3** Sent outside the room for short period of reflection
- Consequence 4 **C4** Sent to another room, usually the Subject Leader's classroom
- Consequence 5 **C5** Internal Exclusion (Isolation) via the Year Leader/SLT 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 D). 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.

7. Leaving school premises during lunchtime (Appendix E)

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 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 E) should be followed.

Sixth Form students are allowed off site at lunchtime and at no other time in the school day. Sixth Form students leaving the site at lunchtime must sign out when leaving and then sign in on their return well before the start of period 4.

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.

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

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 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. 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 C). 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. 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 C). 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 sight. The school operates a graduated response to situations where a student's phone or associated devices is used/goes off in a lesson:

- First offence in school year: Warning
- Second offence in school year: Confiscated and student collects the mobile telephone from Student Services at the end of that day
- Third offence in school year: Confiscated and student collects the mobile telephone from Student Services at the end of that week
- Fourth offence in school year: Confiscated and parent/carer collects the mobile telephone from Student Services at the end of that 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.

17. Sixth Form

All aspects of the Behaviour and Discipline Policy apply to Sixth Form students, but highlighted within the appendix section are some privileges, expectations and procedures specific to the Sixth Form. In general, the Sixth Form students are expected to set a good example to the rest of the student body, displaying courtesy to teachers, support 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 procedures outlined in the Sixth Form Guide and Home School Agreement issued to 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.

The Headteacher will use fixed term exclusion or permanent exclusion from the School for serious and/or repeat offences. 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 when undertaking any decision to exclude.

When the student returns to School after a fixed term exclusion, 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.

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.

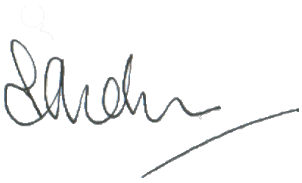
APPENDICES

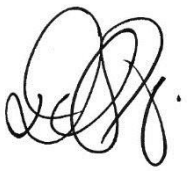
A. Home School Agreement
B. Prepared to Learn
C. Structure, Support and Referral
D. Trips And Visits Behaviour Expectations
E. Missing Student Procedure
F. Bullying Policy
G. Uniform and Appearance
H. Smoking, Alcohol, Substance Abuse & Drugs Policy
I. COVID-19 Behaviour Code

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

BEHAVIOUR & DISCIPLINE POLICY





Signed: (Chair of Governors) **(Headteacher)**

Administration Use:	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	SPA
Document Formulated:	December 2016
Date Reviewed Document Approved by SPA Committee:	16th November 2020
Date Reviewed Document Approved by FGB Committee:	7th December 2020
Next Review Date:	Every Three Years (March 2023)
***Appendix E Updated:**	April & May 2021. Nov 2022

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

RELEVANT GOVERNMENT GUIDANCE AT THE TIME OF APPROVAL:
Behaviour and Discipline in Schools - A guide for headteachers and School Staff (January 2016)
Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies (January 2018)
Exclusion from maintained schools, academies and student referral units in England (September 2017)
School uniform (September 2016)
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)

BEHAVIOUR & DISCIPLINE POLICY

APPENDIX A - HOME SCHOOL AGREEMENT

Student *(Name)*: _____ **Form** *(Tutor Group):* _____

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.

GROUND RULES
We will show RESPECT for ourselves and others by:

- Arriving for School and lessons prepared to learn – on time, in the correct uniform and with the right equipment.
- Keeping the School environment safe, clean and pleasant.
- Keeping unkind words to ourselves and not behaving aggressively/inappropriately.
- Being sensible and co-operating with staff and peers.
- Following instructions first time.

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), the School Prospectus and the Newsletter 'Heber Highlights', which is produced half-termly. In addition we provide students' families with:

- Parents' A – Z.
- A STEPs Day in September – meeting with Form Tutor.
- Termly Reports.
- A Parents' Evening in the academic year – meeting with your son/daughter's teachers.
- Biennial Careers Convention.
- Parent Information Evenings e.g. GCSE Options, GCSE Preparation and A-level etc.
- Awards Evenings and celebration events.

BEHAVIOUR & DISCIPLINE POLICY

USE OF SCHOOL TRANSPORT

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.

As a **SCHOOL** we will:

RESPECT

- Promote good behaviour and a sense of responsibility and belonging.
- Provide 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.

OPPORTUNITY

- Provide opportunities for all parents/carers to become involved in the education of their sons and/or daughters through regular contact on a formal and informal basis. We will provide opportunities for students to visit foreign countries on exchanges, sporting or cultural visits or undertake work experience.

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 and provide early indications of issues to do with work or social/emotional behaviour, if these arise.
- Set, mark and monitor homework regularly.

SIGNED (School): ……. **DATE:** ……..

As a **PARENT/CARER** I will:

RESPECT

- Support the School's policies and guidelines e.g. Behaviour & Discipline Policy), and respect and support the School's Health and Safety rules.
- Ensure that my child is properly equipped 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 to receive from our staff.

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/INSIGHT.

- 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.
- Ensure that homework is completed to the best of their ability and presented on time

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).
- Respecting 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.

OPPORTUNITY

- Take full advantage and embrace every opportunity offered.
- Attend School and lessons on time, prepared to learn, in the correct uniform and with the right equipment.

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.

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:** ……

BEHAVIOUR & DISCIPLINE POLICY

APPENDIX B – PREPARED TO LEARN

A code of behaviour for students
Through representation on the Sixth Form Committee, Year and School Council, students are invited to contribute to determining the behaviour expected within the School.

There are three core expectations that our School believes are central to good behaviour:

Respect for others
- Treat all other people with the respect with which you would like to be treated
- Listen to and respect the views of others
- Have an acceptance of others' learning
- Encourage and help those around you
- Respect school property and the property of others
- Language should not be racist, sexist, homophobic or transphobic; no student should have to accept or tolerate such language in our School community

Respect for yourself
- Use your time to good effect and try your best at everything you attempt
- Accept praise and respond positively to constructive criticism
- Dress neatly, wear the correct School uniform appropriately and take pride in your appearance

Respect for the School
- Represent the School in a way that demonstrates the values of Bishop Heber High School
- Respect others' learning environment
- Arrive at School, lessons and other activities on time and with the correct equipment and uniform
- Participate positively and enthusiastically in all lessons and activities
- Develop a responsible approach to classwork and homework

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 (PARs/INSIGHT). Repeated failure to arrive with the correct equipment will be referred to the Subject Leader.

- Jotters and diaries should be taken to all lessons.

- 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.

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. Student diary and jotter
3. Pencil case with pens, pencils and ruler
4. Exercise Books / Folders / Paper / P.E. kit

SIXTH FORM STANDARDS OF STUDY

Sixth Form students will be expected to attend all lessons unless absent through illness or for a reason agreed beforehand by the subject teacher. During times set aside for private study students will work quietly in the Library or canteen areas. Where students have silent study periods they will attend these lessons in the Sixth Form Centre with sufficient work to complete in silence.

The Director of Sixth Form Learning may place a student in additional silent study periods where either; they do not use private study appropriately or are falling behind in a subject.

BEHAVIOUR & DISCIPLINE POLICY

APPENDIX C - 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

Each Subject Area may have its own local procedures, however all behaviour incidents should be recorded on the school's management information system (PARs/INSIGHT) 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)	**C1**	Formal verbal warning
Consequence 2 (Choice)	**C2**	Formally moved within the classroom
Consequence 3 (Choice)	**C3**	Sent outside the room
Consequence 4 (Choice)	**C4**	Sent to another room
Consequence 5 (Choice)	**C5**	Internal Exclusion (Isolation)

BEHAVIOUR OUTSIDE THE CLASSROOM
When a student misbehaves outside the classroom situation, it should be dealt with by the duty staff and passed to the Form Tutor as first point of reference. 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, damage to school property.

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

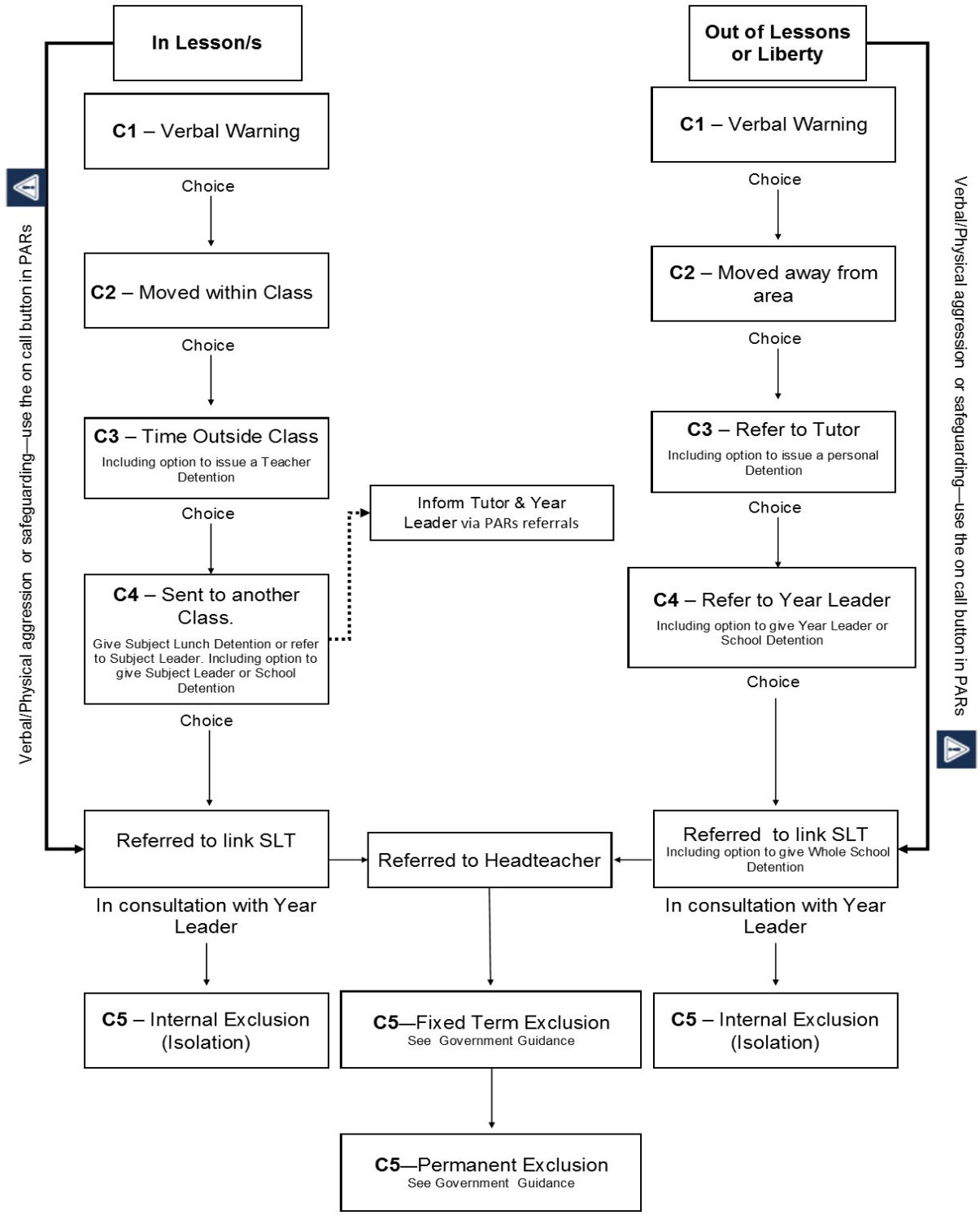
Where there are persistent problems; for example bullying (Appendix E), the Year Leader will contact the parents or carers.

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	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	Out of Circulation with SLT /Year Team
Serious breach of discipline	Internal Exclusion, Fixed Term Exclusion or Permanent Exclusion

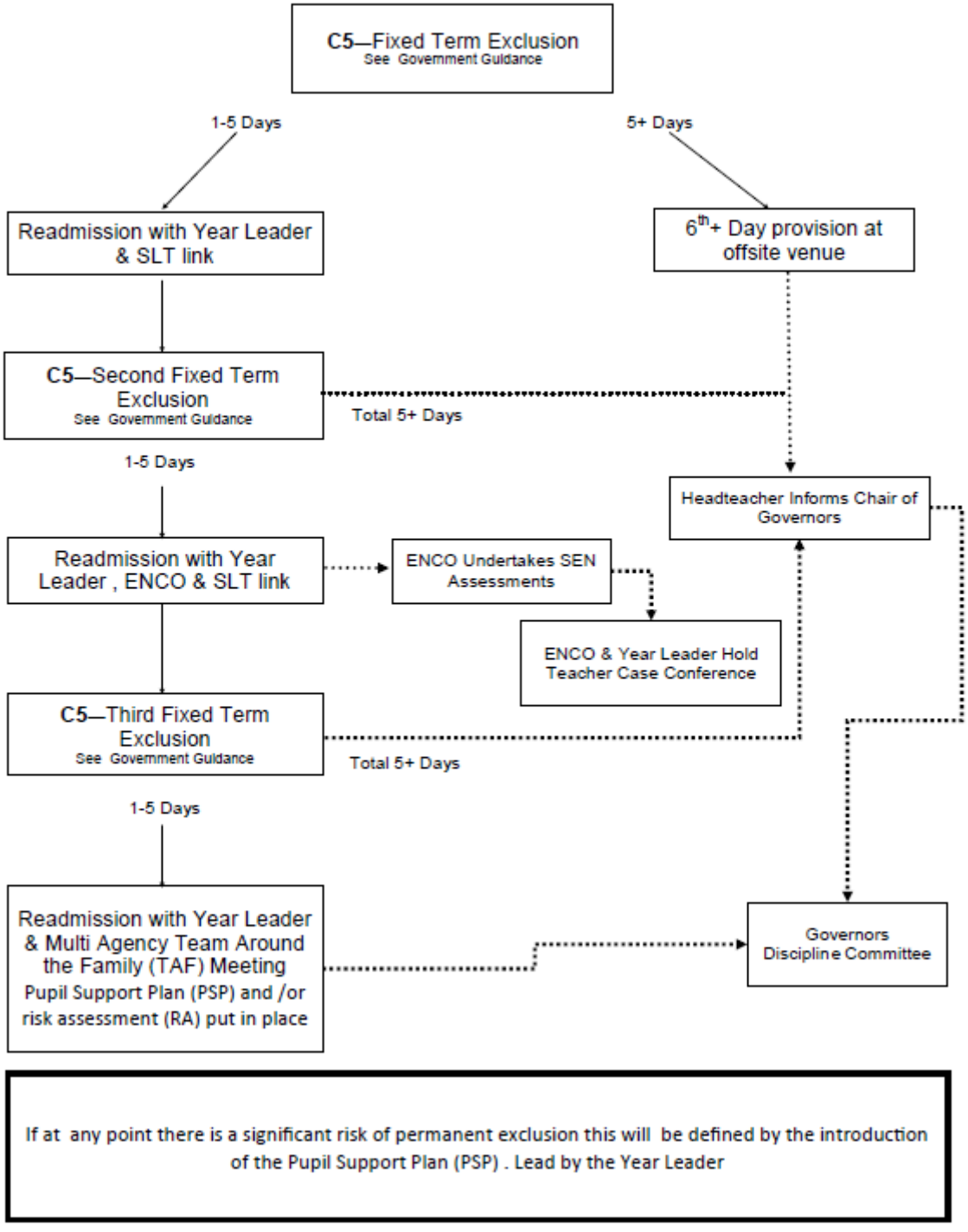
BEHAVIOUR & DISCIPLINE POLICY

FLOW DIAGRAM OF REFERRAL STRUCTURE



BEHAVIOUR & DISCIPLINE POLICY

FLOW DIAGRAM FOR EXCLUSIONS



BEHAVIOUR & DISCIPLINE POLICY

APPENDIX D – TRIPS AND VISITS - GENERAL BEHAVIOUR EXPECTIONS

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.

- 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.

BEHAVIOUR & DISCIPLINE POLICY

APPENDIX E – 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 SCR where appropriate, and given to SS so their absences can be recorded appropriately on registers.

Where students are missing lessons owing to sessions in the IRP, counselling, sessions with the Pastoral Support Worker etc - 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. 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. SS 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 parental contact.	

Unexplained absence during the school day:

Procedure	Actioned?
1. Subject teachers take registers as soon as possible each lesson. Any student who has been present in school but not in the lesson for any unknown reason **should be reported to SS via the missing student alert on Arbor (log behaviour incident – missing student level 0 neutral).** Please wait 10 mins before emailing to ensure that a student is not just late. Teachers are encouraged to question the class when a student is absent unexpectedly and communicate any appropriate/unexpected information to SS. **Use the missing student alert IMMEDIATELY for any student that is a 'priority student'**	
2. When information is received that a student might be missing SS must establish whether the student IS missing by checking: - Signing In/Out Sheets - The student's attendance pattern for the day	

Procedure	Actioned?
- Whether the student is in the IRP - Every cubicle in the relevant toilet - Check with the teacher if the student has returned before moving to next stage	
3. SS to phone YL or SLT on call (if YL not available) to inform them that a student is missing. **Contact must be made – follow up an email with a teams message or call**.	
4. YL (if available), SLT or SENDCo/Inclusion Manager (if appropriate) to lead and attempt **to identify the last known time seen and the whereabouts** 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 S & G HQ 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.	
7. If staff in school are unable to locate the student, SS to contact a parent of the student: - Advise parent to arrange for someone to remain or return home in case the child returns there - 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) - Request parents/carers to follow up by contacting the school to inform us whether contact has/not been made Log the phone call on Arbor	
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. SS follow up call to parents if they do not contact school for an update. Log call on Arbor.	

BEHAVIOUR & DISCIPLINE POLICY

APPENDIX F – 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 or about sexual behaviour/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. 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 (www.childline.org.uk) Phone: 0800 1111 (Free)
- Bullying Help (www.bullying.co.uk)
- Kidscape (www.kidscape.org.uk) Phone: 0207 730 3300
- The Samaritans (www.samaritans.org/) 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, 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 fixed term 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
- 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 SENCo 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.

BEHAVIOUR & DISCIPLINE POLICY

APPENDIX G - 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 (9.00 a.m.). Only 'Heber' School coats may be worn throughout the School day (until 3.30 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.

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. Appropriate footwear should be worn (no sliders, sandals or flip-flops). No torn or indecent clothing should be worn, and no clothing should contain indecent or offensive logos, text or images. Students should not wear hats or sunglasses inside the building. Full details of the acceptable dress code are provided in the Sixth From contract. If, in the opinion of the Sixth Form Team, a student's appearance is unacceptable, it must be rectified by the following school day or the student will be excluded for a fixed term.

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

BEHAVIOUR & DISCIPLINE POLICY

APPENDIX H - 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 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 informed. This also applies to "vaping" and the use of electronic cigarettes. Where a student is caught smoking or where there is a reasonable belief that a student has been smoking they will be dealt with through the following procedure:

- First offence in School year internal exclusion
- Second offence in School year one day fixed-term exclusion

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 exclusion is the next STEP the Headteacher will be involved. Further offences will result in another fixed-term exclusion, 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.

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 Pupil Premium Counsellor 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

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

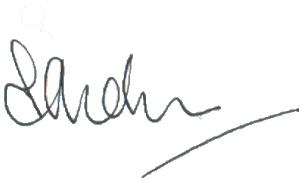
Involvement of Parents/Carers

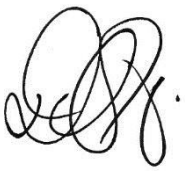
It is the School's policy to work closely with parents/carers and inform them of any suspicion of drug use (legal or otherwise).

BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

BEHAVIOUR & DISCIPLINE POLICY





Signed: (Chair of Governors) **(Headteacher)**

Administration Use	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	SPA
Document Formulated:	December 2016
Date Reviewed Document Approved by SPA Committee:	16th November 2020
Date Reviewed Document Approved by FGB Committee:	7th December 2020
Next Review Date:	Every Three Years (March 2023)

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 and Discipline in Schools - A guide for headteachers and School Staff (January 2016)
Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies (February 2014)
Exclusion from maintained schools, academies and student referral units in England (February 2015)
Use of reasonable force (July 2015)
DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies (September 2012)

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

- 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)

APPENDIX I – COVID-19 BEHAVIOUR CODE

BEHAVIOUR & DISCIPLINE POLICY

The adjustment to the Behaviour Code will apply from Monday, 7th September until further notice. Unless covered here, the school's Behaviour and Discipline Policy, including the rewards and sanctions systems, will continue throughout the Full Opening Phase. Please note that we may need to make further amendments if circumstances or the gov.uk guidance changes.

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





BEHAVIOUR & DISCIPLINE POLICY

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: **Excluded**
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 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) **C1**	Formal verbal warning
Consequence 2 (Choice) **C2**	Second formal verbal warning
Consequence 3 (Choice) **C3**	Sent outside the room for reflection and readmittance
Consequence 4 (Choice) **C4**	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) **C5**	On call