



## **Behaviour Policy and Statement of Behaviour Principles**

<b>Approved by:</b>	Hobart High School LGB	<b>Date:</b> 01 September 2025
<b>Last reviewed:</b>	September 2025	
<b>Next review due by:</b>	September 2026	

## Contents

1. Aims .....	2
2. Legislation and statutory requirements .....	2
3. Definitions .....	3
4. Bullying .....	4
5. Roles and responsibilities .....	5
6. Mobile phones .....	7
7. Responding to behaviour .....	7
8. Supporting pupils following a sanction .....	14
9. Responding to misbehaviour for pupils with Special Educational Needs (SEND).....	14
10. Pupil transition .....	15
11. Training .....	15
12. Monitoring and evaluating .....	15
13. Links with other policies .....	15
Appendix 1: Written statement of behaviour principles .....	17
Appendix 2: Staff roles and responsibilities .....	18
Appendix 3: Behaviour policy grid .....	20
Appendix 4: Uniform and appearance .....	24
Appendix 5: Drug education and management of drug related incidents .....	26
Appendix 6: Intervention & Support Model.....	28

**Successful approaches to establishing an excellent climate for learning and appropriate behaviour are built on strong relationships with students. Our approach at Hobart centres on the word “respect”, in terms of others, self, environment and learning. It is an all-encompassing approach that applies to behaviour in classrooms and around the school. Consistency, fairness and inevitability (in terms of rewards/sanctions) are all important in the approach.**

## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- Encourage a positive relationship with Parents and Carers to develop a shared approach to involve them in the implementation of the schools policy and associated procedures.

## 2. Legislation and statutory requirements

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

- Behaviour and discipline in schools: advice for headteachers and school staff 2024 [Behaviour in schools: advice for headteachers and school staff 2024](#)
- Searching, screening and confiscation at school  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>: advice for schools 2022
- Keeping Children Safe in Education 2025 [Keeping Children Safe in Education](#)
- The Equality Act 2010 [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- Supporting pupils with medical conditions at school [Supporting pupils with medical conditions at school](#)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023 [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- The **special educational needs and disability (SEND) code of practice**. [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Sharing Nudes and semi-nudes: advice for education settings: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Misbehaviour** includes:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, in bus queues, when travelling to and from school and when representing Hobart High School
- Non-completion of classwork or homework
- Poor attitude including towards others or learning
- Poor punctuality
- Incorrect uniform
- Failure/refusal to act on instruction
- Online misbehaviour

**Serious misbehaviour** includes:

- Repeated breaches of the school rules
- Persistent failure to act on instructions and/or refusal to act on instruction
- Any form of bullying
- Sexual violence, such as rape, assault by penetration or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviours such as interfering with clothes.
- Online sexual harassment, such as unwanted sexual comments and messages, (including on social media) sharing of nude or semi-nude images and/or videos or sharing explicit content.
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or any other discriminatory behaviour
- Possession of any prohibited items. These may include:
  - Knives or weapons
  - Aerosols and sprays
  - Alcohol
  - Illegal drugs & drug paraphernalia, including legal highs.
  - Stolen items

- Tobacco and cigarette papers
- Matches, Lighters or flammable items
- E-cigarettes/vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Please see Appendix 1: Written statement of behaviour principles

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or a group by another person or group where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. (Anti bullying Alliance 2022)

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Possible Characteristics
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gender</li> <li>• Homophobic/Biphobic</li> <li>• Transphobic</li> <li>• Disability-based □</li> </ul> Physical Characteristics	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (E.g., gender, race, sexuality, body shaming)
Sexual including Sexual Harassment and Sexual Violence	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, devices or via images, audio, video or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti bullying policy.

## **Child on Child Sexual Harassment and Sexual Violence**

Sexual harassment and/or sexual violence of any form will always be taken seriously and in addition to safeguarding procedures being followed, will result in sanctions. The sanction(s) will be determined by the specific details of an incident/behaviour, may involve the police depending on the incident, and be informed by the DfE guidance referenced below. Staff and students must never tolerate or dismiss concerns relating to child on child abuse; it must never be tolerated or passed off as "banter", just having a laugh" or "part of growing up".

We will use the definitions and information from Keeping Child Safe in Education (DfE September 2025)

## **Sexism**

We will not tolerate verbal abuse or sexist comments in school. We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

**Sexist Comments** are those that discriminate based on sex.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and students are encouraged to call out and/or report this behaviour. If students make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanctions for repeat behaviours or if the student refuses to apologise in the first instance

Our relationships and sex education curriculum will cover what healthy and respectful behaviour towards one another looks like.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

## **5. Roles and responsibilities**

### **5.1 The Local Governing Body**

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

### **5.2 The Head of School**

The Head of School is responsible for:

- Reviewing and approving this behaviour policy in conjunction with the local governing body
- Ensuring that the school environment promotes and encourages positive behaviour
- Ensuring that staff deal effectively with behaviour
- Ensuring that all staff understand the behavioural expectations of pupils and importance of maintaining them.
- Monitoring how staff implement this policy to ensure that rewards and sanctions are applied consistently to all pupils.
- Ensuring new staff are given a clear induction into the school's behavioural culture.
- Offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that data from the behaviour log is regularly reviewed.

The Head of School is responsible for reviewing and approving this behaviour policy in conjunction with the local governing board.

### **5.3 Staff**

Staff are responsible for:

- Creating a positive and supportive working environment with an ordered and calm atmosphere, in which all pupils feel safe and secure
- Implementing the behaviour policy consistently
- Consistently applying the whole school respect for learning approach within classrooms and corridors
- Modelling good behaviour, building positive relationships and promoting high expectations
- Challenging pupils to meet the school's expectations
- Planning challenging and engaging lessons with high expectations to ensure that all students are encouraged to make good progress
- Providing a personalised approach to the specific behavioural needs of particular pupils, particularly through the use of IEPs and BSP's
- Celebrating and rewarding good behaviour and student achievement
- Recording positive and negative behaviour incidents on Go4schools
- Working with parents and carers to support behaviour and learning
- Supporting newly inducted students to establish positive behaviours/routines

The senior leadership team (SLT) will support staff in responding to behaviour incidents where necessary.

Please see Appendix 2: Staff Roles and Responsibilities

### **5.4 Parents and Carers**

Parents/Carers are expected to:

- Be familiar with and support the school behaviour policy as appropriate
- To build positive relationships with the school by taking part in the life of the school and its culture
- Support their child in adhering to the school's behaviour policy and respect for learning expectations
- To take responsibility for the behaviour of their child both inside and outside of school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Monitor and support their child's progress using Go4Schools, monitoring reports and attending parents evening, meetings and events
- Discuss any behavioural concerns with the class/form teacher or guidance team promptly

- Take part in any pastoral work linked to behaviour, for example, attending pastoral meetings review meetings and readmission meetings

The school will endeavour to build positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy as well as working in collaboration with them to tackle behavioural issues.

## **5.6 Pupils**

Pupils are expected to:

- Behave in an orderly, safe and self-controlled way
- Show respect to members of staff and each other
- Be punctual, fully equipped and ready to learn
- Show respect for others by making it possible for all pupils to learn, working co-operatively and to the best of their ability
- Show respect for themselves by engaging within the lesson and working to the best of their ability by completing activities in class and homework
- Move quietly and considerately around the school
- Treat the school buildings, people's property and the environment with respect
- Wear the correct uniform at all times
- Take responsibility for their own actions and accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Seek help or advice if problems arise and report concerns or incidents
- If requested to, give feedback on their experience of how the behaviour policy is applied in school

Pupils will be supported to meet the behaviour standards following the respect for learning approach and will be provided with regular induction sessions whenever appropriate.

## **6. Mobile Phones**

Pupils are expected to follow the guidelines regarding the use of mobile phones within school. Should pupils not follow the guidelines the appropriate sanctions will be implemented.

- Mobile phones are allowed on school site, however:
  - They should be switched off and in the pupil's school bag or locker
  - Alternatively they should be handed to reception before morning registration and collected at 3:15pm
  - Mobile phones are not permitted in pockets (this includes; blazers, trousers, hoodies, coats) or waistbands of trousers, leggings, skirts or short/skorts.
- Mobile phones should not be seen/used once on school site such as in; classrooms, corridors and toilets (this includes outside areas such as the sports hall car park, the front car park, the hardcourt, quad playground and field)
- Mobile phones are not to be used, at break, lunch or within lessons, during the school day with the exception of:
  - Medical or personal circumstances – A mobile phone usage agreement will be created with the pupil and parent/carer outlining the acceptable usage within school and shared with staff
  - Direct supervision / permission from a member of staff
- AirPods, Earphones, Bluetooth speakers and other similar electronic devices are also not permitted to be used once on school site and should be kept in bags, lockers or at reception.

The school does not accept any legal responsibility for the loss or damage of any mobile phones or electronic devices.

## **7. Responding to behaviour**

## **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour expectations linked to the respect approach
- Develop a positive relationship with pupils, which may include: ○ greeting pupils in the morning/at the start of lessons, ○ establishing clear routines, ○ communicating expectations of behaviour, ○ highlighting and promoting good behaviour, ○ concluding lessons positively and starting the next lesson afresh, ○ having a plan for dealing with low-level disruption, and, ○ using positive reinforcement / framing.

## **7.2 Safeguarding**

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

Please refer to our child protection and safeguarding policy for more information.

## **7.3 Responding to good behaviour**

Hobart High School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

**The aim of the rewards system is to:**

- Sustain a culture where praise, achievement and rewards are accepted and celebrated
- Encourage a positive attitude towards work, behaviour and school
- Develop a system of rewards that are known, understood and are consistently applied
- Support the school's behaviour policy and reward effort
- Reinforce the school's ethos of respect and promote a praise and celebration culture

**The rewards system at Hobart High School comprises among other things:**

- Praise for positive behaviour and effort both verbal and as part of written feedback
- Positive points recorded on Go4Schools and positive point badges awarded each half term
- Celebration of work using displays, social media and the school newsletter, which includes subject stars of the week
- Letters/post cards/emails or phone calls home to parents/carers
- Half-termly Head of School breakfast
- Half-termly year group celebration assemblies where Heads of Year will recognise achievements and give recognition for contribution to school life
- Head of Year certificates sent home in recognition of outstanding attitudes for learning.
- Termly Head of School award badges given to two pupils per year group
- Annual celebratory events, for example sports day awards and trophies for both individuals and form groups
- Pupil performance events such as the music concerts, which celebrate pupil achievements
- Year 11 passport to prom scheme to celebrate and recognise positive engagement
- End of year celebration assemblies, which include recognition for effort and achievement in a range of areas – pupils' work and performances are included in these celebrations



## **7.4 Responding to behaviours that challenge/harm**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent the recurrence of behaviours that challenge/harm.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged script and phrases.

When issuing sanctions, staff will also consider what support could be offered to a pupil to help them meet behaviour standards in the future and to prevent any further behaviour incidents arising.

**The school may use one or more of the following sanctions or actions in response to behaviours that challenge/harm and to restore a calm and safe school environment:**

- Use of positive non-verbal communication and cues in lessons
- A verbal reminder of the behaviour expectations using positive reinforcement and respect for learning language
- Change of seating plan
- Items being confiscated
- Sending the pupil out of the class for a short period of time including a short return to class restorative discussion with the classroom teacher or head of department
- Expecting work to be completed at home, or at break or lunchtime if not completed within the lesson
- Detention at break, lunchtime, or after school
- Referring the pupil to another member of staff in line with the behaviour flow chart for a 'fresh start' and to allow for a restorative conversation to take place
- School based community service
- Removal from lesson for a period of time to work elsewhere in a managed environment – the time scale may vary depending on circumstances.
- Communication with parents/carers via Go4schools, phone calls, letters and meetings
- Issuing a behaviour contract
- Putting a pupil on a 'monitoring report' (with tutor, head of year or a senior leader)
- Warning letters/contracts linked to school travel and/or ban from bus travel
- Alternative lunchtime arrangements/agreements
- Loss of ICT use or some supervised use in some situations
- Governor warning panel meeting to outline clear expectations
- Suspension or permanent exclusion (details on our approach to suspensions are set out in our suspension and permanent exclusions policy)

We may use the Internal Exclusion Unit (IEU) in response to serious or persistent breaches of this policy or when other sanctions have not been effective, this includes the persistent removal or fresh start from a number of lessons with a week as well as failing to meet targets on a monitoring report.

Pupils may be taken straight to IEU during lessons depending on the nature of the disruption / any incidents, and they will be expected to complete the same work as they would in class. If needed, 'on call' or duty staff may remove pupils from lessons or break/lunchtimes and take them to IEU.

A centralised detention system is run at lunchtime to support with late detentions and detentions for students who have been issued with a fresh start. IEU will be used for pupils who fail/refuse to attend the centralised detention, class teacher and/or head of department detentions. IEU is managed by the IEU Manager and supported by staff, duty staff and the senior leadership team (SLT).

Please see Appendix 3: Hobart High School Behaviour Policy Grid.

## **7.5 Off-site behaviour**

The personal circumstances of the pupil will be taken into account when sanctions are decided upon.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

This also applies to pupils who break school conduct during extended school activities, such as sports events, revision sessions or any activity where poor behaviour might jeopardise the chances of future pupils participating.

## **7.6 Online**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm or upset to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. The school will encourage parents/carers to resolve any online behaviours incidents that occur outside of school themselves, and they may be encouraged to contact the police for further advice and guidance.

## **7.7 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force/physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents / carers

Staff can also use this when they are lawfully in charge of students, off the school premises, for example, a school trip.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil including SEND, mental health needs or medical conditions.

## **7.8 Confiscation and searching**

## Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.**

Any cigarettes, e-cigarettes/vapes or alcohol must be collected by parents/carers or will be destroyed. Controlled drugs, other substances or stolen items will be passed on to the Police and parents/carers informed.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after a discussion with senior leaders and parents/carers if appropriate.

Mobiles phones will be:

- Confiscated by a member of staff and handed to reception for safe storage
- First confiscation (in a half term) – Parents/carers can collect from reception at a suitable time.
- Second confiscation (in a half term) - Parents/carers will need to collect from reception at their earliest convenience and pupils will be issued with a 1 day sanction in IEU.

Repeat offenders will be expected to hand their mobile phone in to reception each morning under the supervision of a member of staff for a designated period. (Remainder of half-term)

Jewellery will be:

- Confiscated by a member of staff and taken to reception in a brown envelop detailing the items inside.
- Parents/carers will need to collect from reception at their earliest convenience
- Pupils can collect at the end of each half term if parents/carers have been unable to collect.

These will reset each half term and office staff will keep a record of items that have been confiscated.

## Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the head of school or by the head of school themselves.

Subject to the exceptions below, the authorised member of staff carrying out the search will be of the same sex as the pupil where possible, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the head of school, designated safeguarding lead (or deputy) or guidance member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the senior leadership team, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to contact parents/carers for support or whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils’ possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the **school’s safeguarding logging system**.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened / the reason for the search
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Searching pupils is conducted in line with the **DfE's latest guidance on searching, screening and confiscation**.

### **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head of school or member of member of senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Malicious allegations**

If a pupil makes an accusation against a member of staff or a fellow pupil and the accusation is shown to have been deliberately malicious, the Head of School will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will sanction the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious the school (in collaboration with the LADO when relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The Head of School will also consider the well-being of staff or pupils subjected to the malicious allegation.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

### **7.11 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to: ○ manage the incident internally, ○ refer to early help, ○ refer to children's social care, and / or ○ report to the police.

Please refer to our child protection and safeguarding policy for more information.

### **7.12 Suspensions and permanent exclusions**

The school can use suspensions and permanent exclusions in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and support / interventions. The decision to suspend or exclude will be made by the head of school and only as a last resort.

Further information regarding suspensions and permanent exclusions can be found in our exclusions policy.

## **8. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This includes:

- Opportunities for reflection
- Restorative conversations
- A 'new start' approach each lesson
- Daily contact with form tutor/guidance team/ attendance officer
- Daily contact with member of the senior leadership team
- Daily monitoring reports
- Pastoral Support Plans and Behaviour Support Plans (BSPs)
- Re-admittance and review meetings
- Referral to Early Help

If the pupil continues to fail to meet expectations alternative strategies may be considered to help prevent a permanent exclusion, this includes; alternative provisions and managed moves.

## **9. Responding to misbehaviour from pupils with Special Educational Needs (SEND)**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)) including the use of IEPs to inform behaviour management strategies
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. These can include:

- Short, planned movement breaks for pupils with SEND who find it difficult to sit still for long
- Adjusting seating plans to meet their SEND
- Adjusting uniform requirements for a pupil with a diagnosed sensory need
- Use of separate spaces where pupils can regulate their emotions during sensory overload (with the aim to return back to the classroom)
- Training for staff during CPD so they are aware of strategies they can use

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction
- Was the pupil unable to act differently at the time as a result of their SEND
- Is the pupil likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

## **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Pupil Transition**

To ensure a smooth transition from Year 6 to Year 7, pupils have transition sessions with their new school teacher(s). In addition, staff members may hold transition meetings.

Pupil information will be shared when a pupil moves class group or year group where changes of teachers are involved.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **11. Training**

Our staff are provided with training on managing behaviour as part of the induction process and our on-going professional development. This will include materials delivered by both internal and external staff. The topics will link to our school improvement and development plan and the monitoring of school behaviour data and pupil/staff based needs.

## **12. Monitoring & Evaluating Arrangements**

### **12.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of IEU, off-site directions and managed moves
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data for recorded behaviour incidents, including suspensions and IEU will be analysed at least termly.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **12.2 Monitoring this policy**

The Head of School and Local Governing Body (LGB) will review this behaviour policy annually. At each review, the policy will be made available to stakeholders once approved by the LGB.

The school will collect behaviour data and analyse this from a variety of perspectives to review our approaches detailed in this policy on a regular basis.

## **13. Links with other policies**

This behaviour policy is linked to the following policies and documents:

- Suspension and Permanent Exclusion policy
- Safeguarding policy
- Anti-bullying policy
- Home / School Agreement
-



## **Appendix 1: Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and are ready to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The suspensions and exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions.
- Pupils are helped to take responsibility for their actions and show respect to others.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Local Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Appendix 2: Staff Roles and Responsibilities**

### **Form Tutors**

- Positively manage behaviour and help prepare pupils to be ready to learn
- Use restorative approaches to resolve issues
- Consistently promote and model high expectations of behaviour in line with the respect for learning approach
- Monitor pupils behaviour, attendance and punctuality and identify students causing concern
- Discuss issues with pupils, helping them to improve the management of their behaviour and punctuality
- Inform Heads of Year of pupils causing concern
- Support pupils and Head of Year with intervention work
- Communicate concerns to parents/carers
- Attend relevant pastoral meetings and training
- Use classroom and school displays to promote positive behaviour, respect, attendance and rewards
- Check monitoring reports and liaise with their linked Head of Year where appropriate

### **Teaching Staff**

- Use restorative approaches to resolve issues
- Positively manage behaviour in each teaching group
- Use the rewards and sanctions system fairly and consistently
- Raise concerns about persistent behaviour issues or serious breaches with the Head of Department, Head of Year, Form Tutor or Line Manager
- Develop classroom management skills consistent with the school's respect for learning approach
- Ensure lessons are engaging and inclusive
- Ensure lessons have been adapted for SEND pupils following pupil's individual IEP strategies
- Supervise detentions set within their lesson
- Complete relevant sections of monitoring reports
- Communicate concerns early with parents/carers.

### **Heads of Department**

- Use restorative approaches to resolve issues within the department
- Support and advise subject staff in classroom management strategies
- Be visible to students in Head of Department role
- Organise and monitor department systems for addressing behaviour, such as department monitoring reports
- Highlight concerns with Line Managers and Guidance Team
- Supervise or organise department detentions and centralised detentions
- Communicate continued concerns at a departmental level to parents/carers
- Monitor and analyse behaviour data within the department and use this to embed positive behaviour management approaches

### **Guidance Team**

- To consistently promote and model high expectations of behaviour and classroom protocol following the respect for learning approach
- To celebrate and reward good behaviour
- Identify pupils causing concern
- Communicate with parents and carers
- Support and advise staff of individuals and groups causing concern

- Monitor or undertake intervention with pupils causing concern including the use of monitoring reports and early help
- Keep accurate records reporting concern and interventions
- Monitor and analyse behaviour data
- Head of Year to lead their tutor team, including the development of form time activities
- Access support from external agencies
- Supervise detentions/centralised detentions
- Access appropriate professional development opportunities

### **Leadership Team**

- Set high standards for behaviour management
- Advise and support colleagues
- Visit classrooms
- Lead and contribute to innovations
- Write policies and guidance documents
- Analyse behaviour data
- Monitor staff and pupils through regular line management meetings
- Supervise detentions

### **Governors**

- Advise and support with school with the behaviour policy
- Serve on disciplinary panels
- Review school policies and monitor behaviour through reports presented meetings
- May visit the school to observe the behaviour and rewards policy in action

All staff have a responsibility to log behaviour incidents and positive points on Go4Schools.

## Appendix 3

### Hobart High School Behaviour Policy Grid

Level of Consequences	Strategies and sanctions – not a tariff. On occasions, there may be alternatives.	Possible Interventions
<p><b>Level One</b></p> <ul style="list-style-type: none"> <li>Not on task.</li> <li>Initial failure to follow instructions.</li> <li>Minor disruption.</li> <li>Lack of equipment.</li> <li>Punctuality / lateness.</li> <li>No homework.</li> <li>Incorrect uniform.</li> <li>Chewing gum/eating.</li> </ul> <p><b>Failure to follow instructions during break or lunch</b></p> <ul style="list-style-type: none"> <li>Poor/Inappropriate behaviour around school/corridors, bus.</li> <li>Eating in corridor.</li> <li>Isolated incident of swearing/bad language.</li> </ul>	<ul style="list-style-type: none"> <li>Positive use of behaviour strategies to change behaviour.</li> <li><b>A detention may be considered</b> (up to 20 minute detention with <b>class teacher</b>).</li> <li>Recorded in teacher behaviour notebook/planner</li> <li>Recorded on Go4School and form tutor informed.</li> <li>Confiscation of jewellery and recorded on Go4schools.</li> <li>Punctuality/Late/Gum - <b>20min centralised detention</b> to be issued.</li> </ul> <p>Failure to respond positively will result in On Call and a Level 2 sanction - this may involve removal from lesson and social time.</p>	<ul style="list-style-type: none"> <li>Positive behaviour intervention from staff eg change of seating plan</li> <li>Restorative conversations and approaches used between staff and students</li> <li>Form tutor monitors behaviour and speaks to students</li> <li>Alternative lunch time arrangements</li> <li>Correct uniform</li> </ul>

Level of Consequences	Sanction – not a tariff. On occasions, there may be alternatives.	Possible Interventions
<p><b>Level Two</b></p> <ul style="list-style-type: none"> <li>Persistent level 1 behaviour across longer time period/same lesson/day.</li> <li>Refusal to work.</li> <li>Failure to follow instructions/defiance.</li> <li>Careless Vandalism/Minor damage to school or student property.</li> <li>Incorrect use of mobile phones, electronic and web enabled devices, including AirPods/earphones/speakers.</li> <li>Disruption to class activity.</li> <li>Failed Detention.</li> <li>Misuse of the internet/school technology.</li> <li>Isolated incident of poor behaviour on the bus.</li> <li>Isolated incident of swearing/bad language.</li> <li>Isolated incident of discriminatory language/behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Persistent Level 1 behaviour – student is removed from lesson for a fresh start by a member of ON CALL staff and a centralised detention issued (20min)</li> <li>Recorded on Go4Schools. Form tutor/HoD informed.</li> <li>Student/family to pay for or contribute towards repairs where appropriate.</li> <li>Students may be given a school community service sanction in line with their sanction, instead of a detention.</li> <li>Confiscated items to be collected by student, parent/carer as stated in policy.</li> <li>Ban from use of school equipment/internet or supervised use only.</li> <li>Bus seating plan or contract may be issued.</li> <li>Longer detentions/time in IEU may be used as appropriate depending on the incident.</li> </ul>	<ul style="list-style-type: none"> <li><b>Class teacher</b> speaks to student before next lesson to remind of expectations and respect for learning approach.</li> <li><b>Head of Department</b> speaks to student during detention and arranges restorative conversation where necessary.</li> <li><b>Classroom teacher /HOD / form tutor</b> to log incident on Go4schools.</li> <li><b>Classroom teacher/HOD</b> to contact home to discuss behaviour incident.</li> <li><b>Monitored by HOY-</b> Removal from 3 lessons in 1 day or 5 lessons in a week escalates to a day in IEU.</li> <li><b>Head of Department/Head of Year</b> actions may include: <ul style="list-style-type: none"> <li>Daily monitoring/ mentoring</li> <li>Restorative approaches</li> <li>Behaviour contract</li> <li>Individual target setting</li> <li>Subject report</li> <li>Contact parents/carers</li> </ul> </li> </ul>

Level of Consequences	Sanction – Not a tariff. On occasions, there may be alternatives.	Possible Interventions
<p><b>Level Three</b></p> <ul style="list-style-type: none"> <li>Persistent failure to follow instructions at break/lunch.</li> <li>Refusal to follow instructions.</li> <li>Isolated act of threatening behaviour towards students/staff</li> <li>Isolated act of violence.</li> <li>Stealing or intent to steal.</li> <li>Leaving lesson without permission of class teacher.</li> <li>Internal truancy.</li> <li>Major disruption of class &amp; learning.</li> <li>Isolated act of bullying.</li> <li>Associated with smoking group/caught with smoking/drug paraphernalia. This includes the use of vapes/e-cigarettes.</li> <li>Discriminatory Behaviour or language (protected characteristics) directed at a specific individual with the intent to cause upset.</li> <li>Indirect verbal abuse toward staff or student.</li> <li>Vandalism/damage of property.</li> <li>Repeated and continued poor behaviour on the bus.</li> <li>Recording incident on mobile device.</li> <li>Repeated incidents of swearing/bad language.</li> <li>Leaving school premises without permission.</li> </ul>	<ul style="list-style-type: none"> <li>Extended lunch detention following referral to HOY.</li> <li>Student is removed from the lesson to work with HOD/within department for a period of time.</li> <li>Recorded on Go4Schools. Form tutor, HOD and HOY informed.</li> <li>Class teacher/HOD/HOY to contact home to discuss behaviour incident.</li> <li>Student can be issued with a full day or multiple days in internal exclusion unit (including break and lunch).</li> <li>Items confiscated by a member of staff as per behaviour policy.</li> <li>Students may be issued with a behaviour contract.</li> <li><b>HOY/SLT</b> investigate incident/issue time in internal exclusion unit (IEU) or suspension (Head of School to decide).</li> <li>Alternative lunchtime arrangements may be required, which may include Parental supervision offsite.</li> <li>Repeated poor or dangerous behaviour on bus may result in a bus behaviour contraction and/or ban from bus travel.</li> <li>Students may have restricted access to areas of the school site for a time period.</li> </ul>	<ul style="list-style-type: none"> <li><b>Class teacher</b> holds a restorative conversation with student before next lesson, setting a clear expectation of improved behaviour in line with the respect for learning approach. Can be supported by <b>HOD/HOY</b>.</li> <li><b>Head of Year</b> has a reflective conversation with student regarding the incident.</li> <li><b>Head of year contacts</b> parents/carer to inform them of incident and sanction.</li> <li><b>Monitored by HOY-</b> Removal from 3 lessons in 1 day or 5 lessons in a week escalates to a day in IEU.</li> <li><b>HOY to monitor individual student behaviour across the school to identify any arising concerns. Interventions may include:</b></li> <li>Daily monitoring HOY/SLT.</li> <li>Pastoral Support Plan.</li> <li>Outside agency involvement.</li> </ul>

Level of Consequences	Sanction – not a tariff. On occasions, there may be alternatives.	Possible Interventions
<p><b>Level Four</b></p> <ul style="list-style-type: none"> <li>• Violent, threatening or aggressive behaviour towards staff or students.</li> <li>• Repeated acts of bullying.</li> <li>• Repeated stealing.</li> <li>• Repeated vandalism and disrespect towards school environment.</li> <li>• Repeated truancy from lessons.</li> <li>• Repeatedly leaving school premises without permission or truancy from school site.</li> <li>• Dangerous refusal to follow instructions.</li> <li>• Direct verbal abuse toward staff or student.</li> <li>• Smoking/vaping on site.</li> <li>• Possession of prohibited substances or items.</li> <li>• Repeated discriminatory behaviour or language.</li> <li>• Recording incident on mobile device and sharing/posting on line.</li> <li>• Sexualised behaviour/language including Sexual Harassment and Sexual Violence.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is removed from the lesson by on call and sent to <b>internal exclusion unit (IEU)</b> for the rest of the day.</li> <li>• Incident to be recorded on Go4schools by most appropriate member of staff.</li> <li>• <b>HOY/SLT</b> investigate incident and decide on further sanction, this could be an extended period in <b>IEU or suspension</b>, as decided by the Head of School.</li> <li>• <b>HOY</b> to contact parents/carers regarding incident and sanction.</li> <li>• <b>HOY</b> to issue a behaviour agreement where necessary.</li> <li>• Students may have restricted access to areas of the school site.</li> <li>• Depending upon severity of incident a possible permanent exclusion may be issued.</li> <li>• Police involvement may be necessary depending upon incident.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Head of Year</b> rings home to inform parents/carers of behaviour concerns and discuss possible support/intervention.</li> <li>• <b>SLT</b> arranges meeting with parents/carers to discuss incident and any targets to improve behaviour.</li> <li>• <b>Head of Year</b> to arrange reintegration meeting following suspension.</li> <li>• Intervention actions may include: <ol style="list-style-type: none"> <li>1. Daily Monitoring HOY/SLT.</li> <li>2. Pastoral Support plan.</li> <li>3. Early Help.</li> <li>4. Alternative provisions.</li> <li>5. Managed move.</li> <li>6. Governor warning panel.</li> <li>7. DICE Lead intervention/support.</li> <li>8. Permanent Exclusion may be issued.</li> </ol> </li> </ul>

**Appendix 4: Uniform and Appearance**

**Uniform and appearance**

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance, which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons. The standard uniform is as follows:

**Uniform**

We are very proud of our uniform with its smart blazer and tie. We aim to maintain high standards at Hobart and will regularly check that students are adhering to our policy. Please make sure you know what is expected and please call before you buy if in any doubt.

**Black blazer** with school logo for all students (available from screens), sleeves should not be rolled up.

**Shirt** - Long or short sleeved plain white with conventional collar and with buttons to the neck so that a tie can be worn (no tee shirts, no polo/polo necked shirts). **The shirt must be tucked into the waistband of trousers/skirts/shorts so girls should not wear a fitted style blouse.**

<b>Tie</b>	School design to be worn.
<b>Jumper</b>	A black plain V-neck knitted jumper is optional (no logo).
<b>Skirt</b>	School skirt-black woven fabric of the correct style and length. No lycra or stretch fabric. Available from screens- Style Henley, Charleston or Pencil skirt. All Year 7 skirts should be a logoed school skirt. From January 2024, all school skirts (Yr7-Yr11) should be a logoed skirt.
<b>Trousers</b>	Tailored full length school trousers in black woven fabric, traditional straight leg style. No jeans, jean style, cords or flares. No decorative stitching, studs, zips etc. no fashion trousers e.g. tight/slim fitting, skinny leg, leggings, jeggings, chinos, harem pants. Trousers should be loose enough to maintain a crease along their entire length and should not be rolled or turned up. Available from Screens or our other recommended suppliers.
<b>Shorts</b>	Tailored woven black fabric shorts (which will maintain a crease along the entire length). They may be worn as an alternative to trousers. Short ankle length black school socks and black school shoes to be worn with shorts. Shorts are permitted between the start of June half term, until the end of the October half term. Available from Screens or our other recommended suppliers.
<b>Tights</b>	Plain black or flesh coloured.
<b>Socks</b>	Black (Year 11 – may wear sensible matching socks of a different colour with trousers).

**Footwear**

Hobart wants all children to be safe at school. We believe that it can be dangerous for children to wear shoes that have platform soles or high heels, so we do not allow children to wear such shoes in school. Shoes must be black, sensible, and suitable to wear in labs and workshops. Black trainers, trainer style shoes or “Vans” style pumps are not school uniform. Distinguishing features of training shoes are logos, multiple lacing holes, and lack of distinct heel and raised Achilles tendon guard.



## Make-up

No make-up is advised, however discrete make up is allowed for all students. Students will be asked to remove any make-up in the Guidance Office. **Coloured nail varnish, artificial gel, acrylic or false nails are not permitted.**

## Jewellery

On health and safety grounds, we do not allow students to wear jewellery except a pair of small ear studs, a plain ring and a wrist watch. Please note that we do not allow any facial or other body part piercings. Jewellery must be removed for PE and the PE department will provide a safe place to leave items. If your child were going to have a piercing, we would insist you arrange it at the start of the summer holidays to avoid disruption to PE lessons and keeping to uniform expectations. Should healing take longer than six weeks, please be aware we will insist on studs being removed whilst in school.

## Hair Styles

Pupils are expected to keep within the appearance standards that we expect at Hobart. Hair should be neat, tidy and not exaggerated. Hair should be of a natural colour, not too short or shaved, without 'tram lines' or patterns and not over spiked. Hairstyles must be appropriate for school and not infringe health and safety regulations. Long hair must be tied back for practical lessons such as Technology or Science.

## PE Uniform

We have a broad PE curriculum so students will experience a wide range of activities. Therefore, correct kit is very important. It can be purchased from Screens embroidery and printing – [www.screensschoolwear.co.uk](http://www.screensschoolwear.co.uk), 01502 581010, Rant Score Lowestoft NR32 1TY.

**Navy blue Hobart logo polo or fitted shirt Navy blue shorts or skort Long navy blue socks and white sports socks Optional Navy blue Hobart logo sports ¼ zip track top or optional Hobart logo blue hoodie** for colder weather/outdoor. Black plain no logo leggings, optional.

Lace up **SPORTS** trainers – proper sports shoes not fashion shoes. Students can have astro trainers for the allweather pitch but these are not to be worn in the sports hall.

**Football boots** – You may want to wait until new term to buy these; by then you will be aware of when these are needed as PE topics are taught on a rotation and we do not want a student to grow out of uniform before it is worn. The first football rotation is mid-September. Any student who is going to play football for the school team will need football boots. Shin pads must be worn for football. Please ensure once your child is aware of their rotation that football boots are purchased.

Other essential PE kit – **one piece swimming costume or swimming trunks**, not loose swimming shorts, goggles, swimming hat and towel.

The school uniform should be worn by all students in Year 7 through to Year 11. Students who come in repeatedly without the correct school uniform on may be asked to change. Refusal to comply may result in sanctions in line with the school's behaviour policy.

## School Uniform supplier

- Screens embroidery and printing – [www.screensschoolwear.co.uk](http://www.screensschoolwear.co.uk) 01502 581010  
3-4 Rant Score Lowestoft NR32 1TY
- Marks and Spencer, Asda

## **Appendix 5 – Hobart High School Drug Education and Management of Drug Related Incidents**

### **Aims**

The aim of the drugs education guidance is to acknowledge and clarify the school's role in drug prevention and drug education and ensure it is appropriate to pupils needs. The guidance will provide information about procedures in response to any drug-related incident and provide information for teachers, support staff and outside visitors.

This guidance ensures that a whole school approach on the issue of drugs is taken and is part of the commitment to being a healthy school. Teachers need to be confident and skilled to teach drug education and pupils.

The guidance aims to have clear procedures for responding to drug-related incidents in school. Sanctions for incidents on or offsite, on school transport and on school trips and visits must be consistent with the schools behaviour policy.

### **Definition**

Drugs are those that are legal, such as alcohol, tobacco and solvents, over the counter and prescribed drugs and 'legal highs'. Illegal drugs include cannabis, ecstasy, heroin, crack/cocaine and LSD.

The school believes that the possession and use of drugs in school or during the school day is unacceptable. All drugs covered in this guidance are not permitted to be brought to, bought, sold, or otherwise obtained on school premises or during the school day, including when students are on school visits and school transport. These rules apply to adults working at and for the school. Individual exceptions may be made for students who need to take prescribed medicines where appropriate (Administration of Prescribed Medication Policy).

The Head of School takes overall responsibility for this guidance and its implementation, for liaison with the Governing Body, parents / carers and appropriate outside agencies. The Head of School will ensure that all staff dealing with the substance issues are adequately supported and trained.

### **Drugs Education**

The school provides a planned drug education curriculum as part of PHSE, Science and GCSE PE that reflects knowledge and understanding, attitudes and personal and social skills. Drugs education will:

- Enable pupils to make healthy, informed choices by increasing knowledge, exploring their own and other people's attitudes and developing and practising skills.
- Promote positive attitudes towards healthy lifestyles
- Provide accurate information about substances
- Increase understanding about the implications and possible consequences of use and misuse
- Encourage an understanding for those experiencing or likely to experience substance use and misuse
- Widen understanding about related health and social issues, eg sex crime
- Seek to minimise the risks that users and potential users face
- Enable young people to identify sources of appropriate personal support

Teaching staff deliver drug education, but where appropriate, outside visitors may contribute and will be aware of the school drug guidance and other related policies. Teachers have access to on-going support and training as part of their own professional development and teaching materials are reviewed for quality and relevance.

The school actively co-operates with other agencies including Police, Children's Services and health and drug agencies for example The Matthew Project to deliver its commitment to drugs education.

### **Management of Drug Related Incidents**

In instances involving substance misuse or supply on the premises, and following discussion between staff members who know pupils well, parents / carers will be informed at the earliest opportunity by the Head of School. The school and parents can then work together to support the young person involved.

There is no legal obligation to inform the police, though they may be able to give relevant support and advice. However, a school cannot knowingly allow its premises to be used for the production or supply of any controlled drug, or the preparation of smoking of cannabis, opium or any other illegal drug. Where it is suspected that substances are continuing to be brought or sold on the premises, details regarding those involved, as well as, as much information as possible, will be passed to the Police.

The Governing Body will be involved in drug education and drug-related incidents in the same manner as any other matter concerning the direction of the school.

The school will consider each substance incident individually and recognise that a variety of responses will be necessary to deal with incidents. The school will consider very carefully the implications of any action it may take. We will seek to balance the interests of the student involved, and the risks posed to other school members and the local community. Permanent exclusion may be warranted as a sanction.

The head of school will take responsibility for liaison with the media, where required and will liaise with the Trust CEO on such matters. As the issue of substance misuse is an emotive one, and could generate interest from the local and national media, the school will take appropriate advice and guidance from the LA press office and legal department to ensure that any reporting of incidents remains in the best interests of the young people, their families and the school.

