



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

<b>Approved by:</b>	Hobart High School LGB	<b>Date:</b> 22 <sup>nd</sup> September 2021
<b>Last reviewed:</b>	September 2021	
<b>Next review due by:</b>	September 2022	

## Contents

1. Aims.....	2
2. Legislation and statutory requirements .....	2
3. Definitions .....	3
4. Bullying, Sexism and Sexual Harrasement / Abuse .....	4
5. Roles and responsibilities .....	5
6. Pupil Behaviour & Classroom Expectations: Ready- Respectful- Safe.....	6
7. Rewards and sanctions .....	6
8. Behaviour Management .....	7
9. Pupil Transition .....	9
10. Training .....	9
11. Monitoring arrangements .....	9
12. Links with other policies.....	9
Appendix 1: Written statement of behaviour principles .....	9
Appendix 2: Staff Roles and Responsibilities .....	10
Appendix 3: Behaviour Policy Flow Chart .....	12
Appendix 4: Uniform and Appearance .....	16
Appendix 5: Drug Education and Management of Drug Related Incidents.....	18

.....

**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 work “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
- **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 advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the **special educational needs and disability (SEND) code of practice.**

In addition, this policy is based on:

- Schedule 1 of the **Education (Independent School Standards) Regulations 2014**; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- **DfE guidance** explaining that academies should publish their behaviour policy and anti-bullying strategy online

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 and when travelling to and from school
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Failure to act on instructions

**Serious misbehaviour** includes:

- Repeated breaches of the school rules
- Persistent failure to act on instructions and/or refusal to act in instructions
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Aerosols and sprays
  - Alcohol
  - Illegal drugs and drug paraphernalia. Legal Highs.
  - Stolen items
  - Tobacco and cigarette papers and items used to vape/e-cigarettes
  - Matches, Lighters or flammable items
  - 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)
  - Mobile phones, electronic and web enabled devices. (if not handed in to reception)

Please see Appendix 1: Written statement of behaviour principles

#### 4. Bullying, Sexual Harassment / Abuse and Sexism

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Possible Characteristics
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, mimicking
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudice based and discriminatory	Bullying in relation to protected characteristics such as gender, race, religion and sexuality

#### 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 also 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 peer on peer 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 ["Sexual violence and sexual harassment between children in schools and colleges" \(DfE September 2021\)](#).

## **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 which discriminate based on sex, particularly against women.

**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 RSE – 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.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and promote high expectations
- Challenging behaviour that is unacceptable
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using Go4Schools
- Celebrating and rewarding good behaviour and student achievement and logging the rewards that feature on Go4Schools
- Creating a positive and supportive working environment with an ordered and calm atmosphere in which all feel secure and safe
- Consistently applying whole school classroom protocols and expectations
- Working with parents and carers to support behaviour and learning

The senior leadership team will support staff in responding to behaviour incidents.

Please see Appendix 2: Staff Roles and Responsibilities

## 5.4 Parents and Carers

Parents are expected to:

- Support their child in adhering to behaviour and classroom 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 (where necessary) and the school planner.
- Attend Parents evenings, meetings and events.
- Discuss any behavioural concerns with the class/form teacher promptly.

## 6. Pupil Behaviour & Classroom Expectations: respect others, self, environment, learning.

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.
- In class, make it possible for all pupils to learn. Work co-operatively and to the best of their ability.
- 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.

## 7. Rewards and sanctions

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.

### 7.1 Rewards and Sanctions

**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.
- 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 events for example sports day awards and trophies for both individuals and form groups.
- End of Year celebration assemblies, which include recognition for effort and achievement in a range of areas. Student work and performances are included in these celebrations.
- Pupil Performance evenings that celebrate their achievements.

**The school may use one or more of the following sanctions or actions in response to unacceptable behaviour:**

- Use of positive non-verbal communication.
- A verbal reminder of the behaviour expectations using positive reinforcement.
- Change of seating plan position.
- Sending the pupil out of the class for a short period of time including a short return to class restorative discussion.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break, lunchtime, or after school.
- Referring the pupil to another member of staff in line with the behaviour flow chart and for a 'fresh start', restorative conversation to take place.
- Lesson removal to work elsewhere – the time scale may vary depending on circumstances.
- Items being confiscated.
- Letters, phone calls and meetings with parents/carers.
- Agreeing a behaviour contract.
- Putting a pupil on a 'monitoring report'.
- Governor Panel Meeting setting clear targets.
- Warning letters/contracts linked to school travel and/or ban from bus travel.
- Exclusion from lunchtime.
- Loss of ICT use or some supervised use in some situations.
- Fixed term or permanent exclusion (details on our approach to exclusions are set out in our 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. 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.

IEU will also be used for pupils who do not attend both class teacher and head of department detentions. The 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 and Flow Chart.

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, work experience or they are identifiable as a pupil of the school for example on a bus or on the way to or from school.

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

## **7.3 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 malicious, the Head of School will discipline the pupil in accordance with this policy.

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

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

## **8. Behaviour Management**

### **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Strong working relationships with pupils are key.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the whole school Respect Expectations, Behaviour Flow Chart, Attitudes for Learning as well as any subject/class rules or procedures.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils at the classroom door in the morning/at the start of lessons
  - Establishing clear routines and seating plans
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Using de-escalation techniques, for example, adopting a calm and curious not furious approach to discussion
  - Dealing with pupils in a consistent, calm and considered way
  - Concluding the day positively and starting the next day afresh
- Share information, strategies and support to enhance classroom management.

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of 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.

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

## 8.3 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 or alcohol will be destroyed. Controlled drugs, other substances or stolen items will be passed on to the Police.

We will also confiscate any item that is harmful or detrimental to school discipline. Mobile phones will be held securely in school and Parents/Carers may collect them 24 hours later. These items will be returned to pupils after discussion with senior leaders and parents, if deemed appropriate.

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

## 8.4 Pupil support

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

The school's Special Educational Needs Co-ordinator or other designated staff will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. This will involve working with other members of staff for example Head of Year.

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

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

## **9. 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 hold transition meetings.

Pupil information will be shared when a pupil moves class group or year group where a change of teacher is 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.

## **10. Training**

Our staff are provided with training on managing behaviour as part of the induction process and 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 school/staff based needs.

## **11. Monitoring arrangements**

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

## **12. Links with other policies**

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

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Appendix 5; Drug Education and Management of Drug Related Incidents

## **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 exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- 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
- To consistently promote and model high expectations of behaviour and classroom protocol
- Monitor pupils behaviour, attendance and punctuality and identify students causing concern
- Supervise detentions set within form time
- Discuss issues with pupils, helping them to improve the management of their behaviour
- Inform Head of Year of pupils causing concern
- Support pupils and Head of Year with intervention work
- Communicate concerns to parents
- 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 school approach
- Ensure lessons are engaging and inclusive
- Supervise detentions set within their lesson
- Complete relevant sections of monitoring reports

### **Heads of Department**

- Use restorative approaches to resolve issues
- 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
- Highlight concerns with Line Managers and Guidance Team
- Supervise or organise department detentions

### **Guidance Team**

- To consistently promote and model high expectations of behaviour and classroom protocol
- 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
- Keep accurate records reporting concern and interventions
- Monitor and analyse behaviour data
- Head of Year to lead their tutor team

10

- Access support from external agencies
- Supervise 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
- 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 at Governors sub committees.
- Visit the school to observe the behaviour and rewards policy in action

## 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.</li> <li>• Instructions.</li> <li>• Minor Disruption.</li> <li>• Lack of equipment.</li> <li>• Punctuality/late.</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 behaviour strategies in class tried by teacher.</li> <li>• Respect warning issued by staff.</li> <li>• Recorded in staff behaviour notebook/planner</li> <li>• Recorded on Go4Schools. Form tutor informed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Class teacher</i></b> positive behaviour intervention e.g change seating plan.</li> <li>• Class teacher speaks to student during detention setting a clear expectation of improved behaviour, restorative conversation.</li> <li>• <b><i>Form tutor</i></b> speaks to student during form time.</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.</li> <li>• Careless Vandalism/Minor damage to school or student property.</li> <li>• Possession of mobile phones, electronic and web enabled devices (e.g. tablets).</li> <li>• Defiance.</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 / prejudicial language/behaviour not aimed at an individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Persistent Level 1 behaviour – student is removed from lesson (fresh start) /social time. 15 minute class teacher / staf detention will be issued.</li> <li>• Recorded on Go4Schools. Form tutor, HOD informed.</li> <li>• Student/family to pay for repairs where appropriate.</li> <li>• Confiscated items to be collected by parent/carer.</li> <li>• Ban from use of school equipment/internet or supervised use only.</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.</li> <li>• <b>Head of Department</b> speaks to student during detention.</li> <li>• <b>Classroom teacher/HOD/Form tutor</b> contacts home to explain situation through Go4Schools or other appropriate method.</li> <li>• Removal from 2 lessons in 1 day escalates to 1 hour lunch detention set by class teacher.</li> <li>• <b>Head of Department/Head of Year</b> actions may include: <ul style="list-style-type: none"> <li>- Daily Monitoring</li> <li>- Mentor</li> <li>- Individual Target Setting</li> <li>- Subject report</li> <li>- +Contact parents.</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.</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.</li> <li>• Discriminatory / prejudicial behaviour or language directed at a specific individual or intent to cause upset.</li> <li>• Indirect verbal abuse toward staff or student.</li> <li>• Vandalism of schools site.</li> <li>• Repeated poor behaviour on the bus.</li> <li>• Recording incident on mobile device.</li> <li>• Repeated incidents of swearing/bad language.</li> </ul>	<ul style="list-style-type: none"> <li>• One hour lunch detention following referral to HoY.</li> <li>• Student is removed from the lesson to work with HOD/within department.</li> <li>• Recorded on Go4Schools. Form tutor, HOD and HOY informed.</li> <li>• Student can be issued with a full day in internal exclusion unit (including break and lunch).</li> <li>• Confiscation – warning, collect at by parent/carer. Repeated confiscated items may result in a further sanction.</li> <li>• HOY/ SLT investigate incident and decide on fixed term exclusion or time in internal exclusion unit (IEU).</li> <li>• Parent may be required to supervise student at lunchtime/take student off site.</li> <li>• Repeated poor or dangerous behaviour on bus may result in a ban from bus travel.</li> </ul>	<p>HoY to discuss with student and parents/carers.</p> <ul style="list-style-type: none"> <li>• <b>Class teacher</b> speaks to student before next lesson setting a clear expectation of improved behaviour.</li> <li>• <b>Head of Year</b> speaks to student during detention.</li> <li>• <b>Head of year</b> phones home to parents to inform them of detention/sanction.</li> <li>• Repeated Level 3 events in a week results in a <b>day's internal exclusion (including break and lunch)</b>.</li> <li>• Three fresh starts in a day or five in a week results in a half day in IEU – <b>Head of Year Coordinates</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 act of bullying</li> <li>• Repeated stealing</li> <li>• Leaving school premises without permission</li> <li>• Repeated truancy from lessons or 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>• Discriminatory / prejudicial behaviour or language (repeated)</li> <li>• Recording incident on mobile device and sharing/posting on line.</li> <li>• Sexual violence / sexual harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Student is removed from the lesson by on call and sent to <b>Internal exclusion</b> unit for the rest of the day/ and if needed next day- <b>contact on call / SLT for support agreement made</b></li> <li>• <b>HOY/ SLT</b> investigate incident and decide on <b>fixed term exclusion or time in internal exclusion unit (IEU)</b></li> <li>• Recorded on Go4Schools. Form Tutor, Head of Department, Head of Year and SLT informed.</li> <li>• Possible permanent exclusion</li> <li>• Possible Police involvement</li> <li>• Consideration of a managed move</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Head of Year</b> rings home to inform parents of procedure</li> <li>• <b>SLT</b> arranges meeting with parents to discuss incident and any targets to improve behaviour</li> <li>• <b>Head of Year and SLT</b> arrange re-integration meeting if exclusion.</li> <li>• Outside Agency Intervention</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 pupils, 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 pupils 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 our suppliers), 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/skirt so girls should not wear a fitted blouse style.**

**Tie** School design to be worn.

**Jumper** A black V-neck knitted jumper is optional (no logo).

**Skirt** **School skirt of the correct size and length with Hobart logo** (available from our suppliers).

**Trousers** 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 up.

**Tights** Plain black or flesh coloured.

**Socks** Black

Year 11 – may wear sensible matching socks of a different colour with trousers.

#### School Uniform supplier

Screens embroidery and printing – [www.screensschoolwear.co.uk](http://www.screensschoolwear.co.uk) 01502 581010  
Rant Score Lowestoft NR32 1TY

#### Make-up

No make-up will be allowed on pupils in Years 7 - 10. Pupils will be asked to remove any make-up in the Guidance Office. Discrete make-up for Year 11 only.

**Coloured nail varnish, artificial gel, acrylic or false nails are not permitted.**

#### Jewellery

On health and safety grounds, we do not allow pupils to wear jewellery except a pair of small ear studs (one per ear), a plain ring and a wristwatch. 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 or the so called Mohican style. 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.

## **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 the 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.

## **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 Hobart logo 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

Lace up **SPORTS** trainers – proper sports shoes not fashion shoes.

Students can have astro trainers for the all-weather pitch but these are not to be worn in the sports hall.

**Football boots** - Wait until new term to buy these, then you will be aware of when these are needed PE topics are taught on a rotation and we do not want a student to grow out of uniform before it is worn. Any student who is going to play football for the school team will need football boots. Shin pads must be worn for football and hockey.

**Gum shield** for hockey is essential

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 sent home to change.

## **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 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 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 teach 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 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.